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ABSTRACT

The mission of "New Directions for Education in Delaware" is to improve students' academic achievement so that their knowledge and skills will enable them to be successful, productive citizens in the 21st century. "New Directions for Education in Delaware" is an initiative for improving academic achievement throughout the state based on the principles that: (1) every student has the opportunity to participate in real and meaningful educational experiences; (2) every student is held to high expectations (standards) of knowledge and performance; (3) every student's performance/achievement is measured against the standards; and, (4) help is provided to every student to attain the standards. Content standards for each grade cluster are identified. Each grade level designation contains sections for the core disciplines (civics, economics, geography, and history). Samples of performance assessment tasks at different grade levels are given to illustrate in detail how the standards are applied and assessed. The guide considers that each of the core disciplines in social studies offers a distinct strategy for examining the world and provides students with specific intellectual and conceptual tools for analyzing causes and consequences. The four core disciplines are the essential focus for citizenship education. (BT)

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New Directions

Delaware First In Education

D. Bowman

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State of Delaware

Social Studies Curriculum Framework

Volume One **Content Standards** **June, 1995**

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The excellent work of the members of the Social Studies Framework Commission is hereby acknowledged, with deepest appreciation and respect, by the State Board of Education and the State Superintendent of Public Instruction.

These individuals have crafted a clear framework for a curriculum which will prepare our students to become effective, productive citizens. We, along with the citizens of Delaware, thank them for their exceptional dedication to this endeavor and for the guidance they have provided.

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Vision of Education in Delaware:

All students are able to reach their full potential and are prepared to lead full and productive lives as citizens and workers in the 21st Century;

Guiding Principles:

- Educational excellence and equity for all;
- Close collaboration and partnerships among educators, parents, family, business and the community support high academic achievement, excellence and opportunity for all children;
- A safe and supportive environment that respects the diversity of all Delaware's learners; and
- A sense of vitality, energy and commitment to successful teaching and learning.

Mission of New Directions for Education in Delaware:

To improve student academic achievement so that their knowledge and skills will enable them to be successful, productive citizens in the 21st century.

Definition of New Directions:

"New Directions for Education in Delaware" is an initiative for improving academic achievement throughout the state based on the principles that every student has the opportunity to participate in real and meaningful educational experiences; every student is held to high expectations (standards) of knowledge and performance; every student's performance/ achievement is measured against the standards; and, help is provided to every student to attain the standards.

Goals of New Directions:

New Directions will:

- Establish rigorous subject content and student performance standards for all K-12 public school students;
- Promote teaching practices and strategies that enable students to achieve content and performance standards;
- Use assessments that measure how well students have achieved the standards;
- Identify and secure resources for professional development and school system enhancements for local schools to bring about new teaching and learning strategies in classrooms statewide;
- Remove statutory and regulatory barriers that impede the implementation of New Directions;
- Give local school districts the freedom to decide how their students reach the standards;
- Hold school districts accountable for demonstrating student progress toward the standards;
- Hold DPI accountable for insuring continuous progress toward the goals;
- Ensure local and state support through partnerships among educators, policy makers, family, community and business; and,
- Communicate clearly and consistently its mission, progress, opportunities and challenges.

Equity Principles *

"Educational excellence and equity for all" is a guiding principle of *New Directions*, Delaware's standards-based educational reform initiative. Excellence occurs when an instructional system provides each learner with a high level of challenge. Equity means that each learner is afforded the appropriate support he or she needs to succeed. The *New Directions Vision Statement*, adopted in January 1995, states that educational reform in Delaware is focused on "improving student academic achievement" and preparing students to "lead full and productive lives as citizens and workers in the 21st century."

New Directions is based on the principle that all students can learn and consequently will be held to high academic expectations of knowledge and performance. Equity must be an integral part of standards-based educational reform if we are to improve academic achievement and prepare all students for the future. It is the responsibility of all Delaware educators to ensure that the content standards, curriculum, instruction, assessment and school practices are designed to provide diverse student populations with an equal opportunity to learn. To confirm this commitment to all students, the following **Equity Principles** are set forth:

1. All curriculum content standards and assessment materials are carefully reviewed to determine that they are free of bias and do not place some students at a disadvantage related to gender, race, ethnicity, economic status, native language, disability, or special gifts and talents.

2. Content standards, curriculum, instruction, performance tasks, and assessments are free of bias and accurately reflect the contributions of the diverse peoples that make up our society and the world.

3. Students with disabilities are held to the same academic standards as all other students. They are provided with instructional accommodations and other educational supports to afford them equal access to education. For the small percentage of students with severe disabilities who are in a life skills or functional curriculum, an alternative assessment system is utilized which is based on appropriate performance standards that are linked to the overall standards.

4. All students can learn challenging content at significantly higher levels and are afforded an opportunity to meet academic standards at their individual pace.

5. Students whose first language is not English and who have been identified as Limited English Proficient are held to the same academic standards as all other students. They are provided with the appropriate accommodations that research indicates may be required for English language learners to attain fluency and meet rigorous content standards.

*Under review, will be adopted at the State Board of Education meeting July 20, 1995.

Equity Principles - continued

Achieving "educational excellence and equity" will be challenging. It will take an on-going commitment by all who have a stake in the success of our schools. Students, families, communities, educators and policy makers must all be held accountable for fulfilling their specific responsibilities to the educational process. Consequently, meeting these principles for equity requires that all stakeholders work together to implement the following initiatives:

Instruction
Teachers will use a variety of instructional techniques in the classroom to accommodate the various learning styles, learning rates, and strengths of diverse student populations. Educators will find ways to identify and remove school-based cultural barriers that contribute to the creation of disparities in student achievement. Classroom instruction will be based on individual student needs and allow students to progress as far and as fast as they are able.

Assessment
Assessments will be reviewed for cultural bias by teams of specially trained Delaware educators and community members. This process assures that assessments measure what students know and what they are able to do without creating an advantage or disadvantage based on the students' race, ethnicity, gender, disability, special gifts/talents, limited English proficiency, or socio-economic status. Assessments will allow students to demonstrate their skills and knowledge in multiple ways. Assessments will be aligned to classroom instruction and reflect real-life experiences of our diverse student populations.

School Improvement and Technical Assistance
Training and resources will be provided to Delaware education professionals to effectively deliver teaching strategies and other initiatives to meet the needs of diverse learners. Training and assistance will be provided to districts on strategies to enhance the recruitment of school staff that reflect the ethnic and racial diversity of our student populations.

School Profiles
Assessment data will be disaggregated for race, ethnicity, gender, disability, special gifts/talents, limited English proficiency, and socio-economic status, and reported annually. This information will enable educators to review achievement data to determine whether diverse students have been provided equal access to education.

Leadership
Delawareans of diverse backgrounds will be equitably represented on *New Directions* commissions and committees charged with educational reform in order to provide a broad perspective on educational issues and assure that the needs of all learners are addressed. Families and community members from diverse backgrounds will play a significant role in educational decision making in the schools.

Research and Data Collection
The Department of Public Instruction will work collaboratively with the Delaware Educational Research and Development Center to develop a research agenda on equity issues and a statewide process to address related research questions. This information will then be disseminated to developers of standards and assessments and to schools.

Delaware must develop and use its resources wisely to meet the complex social, economic, and political challenges of the next century. Providing "educational excellence and equity" for every student is the best way to ensure that students become productive workers and community members.

INTRODUCTION
SOCIAL STUDIES CONTENT STANDARDS

Introduction:
The Challenge of Citizenship

After the Constitutional Convention in 1787, someone asked Benjamin Franklin what kind of government had been devised for the United States. He replied, "A republic, sir, if you can keep it." John Dickinson, one of Delaware's delegates to the convention, agreed with Franklin completely. Earlier he had written: "Every government at some time or other falls into wrong measures. . . . It is the duty of the governed to endeavor to rectify the mistake." On December 7, 1787, Delaware became the first state to ratify the U. S. Constitution and accept its challenge to ordinary American citizens that they assume the responsibility for the security of personal liberties and the sound functioning of the government.

The republic created at the convention was far from perfect. The framers did not "remember the ladies," as Abigail Adams had demanded, and the struggle for woman suffrage required more than a century. Nor did the Philadelphia convention manage to reconcile the contradiction of a government based on individual liberty with the existence of African slavery. Sixty years later, Frederick Douglass could still cause an uneasy stir in a holiday crowd when he asked, "What is your Fourth of July to the slave?" But the framers committed themselves and future generations to the ideals of 1776: "life, liberty, and the pursuit of happiness," and by allowing for amendments, Americans of the future were challenged to bring "one nation under God, indivisible," ever closer to a society which guarantees individual liberty and equal opportunity to all citizens. Today we live in a world of increasing complexity that the founders of the United States could hardly have imagined. Yet the republic endures, and the responsibility for its continued existence still rests in the hands of the citizens. "The glory of the world is the possibilities of the commonplace and America is America because it shows, as never before, the power of the common, ordinary, unlovely man," wrote W. E. B. Du Bois. "This is real democracy. . . ."

Citizens must be educated in order to perform the essential tasks of maintaining the nation. Thomas Jefferson hoped that "the education of the common people will be attended to; convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty." An essential component of public education is the development of the knowledge, skills, and dispositions necessary for participatory citizenship. This commission has been charged to define the curriculum framework for schools in Delaware to use in achieving that end.

Definitions and Objectives

Citizenship education in America has traditionally been addressed in the context of social studies in elementary and middle schools, and in courses carrying more formal disciplinary titles—history, geography, etc.—in high schools. The unifying objective of this course of studies is preparing young people to become informed and active citizens, who accept their responsibilities, understand their rights, and participate actively in society and government. Effective citizens must be able to research issues, form reasoned opinions, support their positions, and engage in the political process. We expect that young people will learn a genuine respect for the rights of others, a concern for the common good, and a commitment to such basic democratic principles as equal rights and majority rule. Beyond that, in Delaware and the United States, neither government nor the schools should dictate which opinions should be held, which positions should be advanced, or what role each individual should assume within the civic structure of our country. Those choices are the birthright of individual citizens.

With that guiding philosophy, the teachers, administrators, parents, and other members of the Social Studies Curriculum Frameworks Commission began the process of creating these standards in August, 1992. For several months Delaware teachers showed us what already works in their classrooms, and national experts told us about the specific contributions of different disciplines to citizenship education. The commission then divided into

committees based on disciplines and grade level, and each attempted to identify critical skills and content for its area. The consolidated results became our first draft standards in November, 1993. The commission reviewed this draft thoroughly and established a writing team to revise it, while other teams tackled the creation of performance assessment tasks and the implementation of the standards.

These standards have passed through several drafts, each of which has been closely reviewed: National content-area experts provided detailed feedback during the summer, 1994, while representatives from each district met with the commission to provide the first organized teacher responses. During the fall of 1994, commission members met with Delaware teachers around the state at all grade levels. Nearly 200 teachers invested the time to provide thoughtful and incisive written feedback. Dozens more participated in group sessions. In January, 1995, every Delaware teacher received a revised draft, followed by training sessions, public forums, and opportunities for individual review. Hundreds of teachers responded, and many of their suggestions have been incorporated into these standards.

This curriculum framework rests on the foundation of four core disciplines from the social sciences: history, geography, economics, and civics. Each discipline offers a distinct strategy for examining the world, and provides students with specific intellectual and conceptual tools for analyzing causes and consequences. A more extensive list of subjects could be suggested, and it is encouraging when any district dedicates the time and resources to expanding this framework beyond the core disciplines. Nothing in this document is intended to discourage such initiatives. We do believe, however, that history, geography, economics, and civics are the essential focus for citizenship education, and that their importance should not be diminished.

The Core Disciplines: History, Geography, Economics, and Civics

How will a coordinated study of these core disciplines contribute to effective citizenship? If all students take history or economics, it is obviously not because all students will become historians or economists. But history, geography, economics, and civics each offer distinct approaches and develop specific skills for examining common subject matter, which can be integrated in addressing a particular issue or event. What follows is a brief explanation of the specific importance of each core discipline.

History organizes events and phenomena in terms of *when* they occurred, examining where, how, and why they took place. Students study how individuals and societies have changed and interacted over time. They gather historical data, then examine, analyze, and interpret this data, presenting their results in a clear, critical manner. They organize events through chronologies, and evaluate cause-and-effect relationships among them. Citizens need to be able to research issues in order to understand the effect of historical developments and trends on contemporary events. They need the ability to examine the actions of other people faced with similar choices in different times. Studying history empowers students to form conclusions about the potential consequences of available options.

Geography organizes life situations in terms of *where* they occur. People interact with the natural world in culturally distinct ways to produce unique places, and those places change over time. The methods and perspectives of geography give students a spatial understanding of the world, and the ability to evaluate information in spatial terms. Citizens need to be able to examine the varying ways that peoples interact with their environments, and appreciate the diversity of the places those interactions create. They need to understand that the different ways in which people view places and conceptualize regions will affect their actions. Studying geography increases students' ability to analyze complex situations, events, and trends, and draw logical inferences from them.

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Economics analyzes the production, allocation, distribution, and use of resources. Students examine the inherent relationship between costs and benefits, and the values associated with them. Understanding economic principles, whole economies, and the interactions between different types of economies helps students comprehend the exchange of information, capital, and products across the globe. Citizens need to be able to assess the impact of market influences and governmental actions on the economy in which they live. They need to understand the relation of economic systems and values to cultural values. Studying economics better equips students to make sound personal economic choices, and to participate effectively in social decision-making as citizens in an increasingly competitive and interdependent global economy.

Civics directly addresses citizenship education in the context of political systems. Students study the assumptions upon which governments are founded, and the strategies governments employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers, and the rule of law. Citizens need to comprehend that an essential premise of representative democracy is the willingness to place a premium on personal participation in social decision-making. Studying civics prepares students to translate beliefs into actions and ideas into policies, to discharge their responsibilities while protecting their rights and the rights of others.

Additional Perspectives for a Complex World

Creating separate content standards for each discipline is not intended to imply that they should be taught in isolation but to suggest each discipline's unique contribution to an understanding of the world. Very few lessons will consist only of history, for example, without reference to geography or economics; interdisciplinary approaches are essential to reinforce students' comprehension. The commission considered two interdisciplinary approaches—cultural contexts and contemporary issues—important enough to emphasize as additional perspectives through which to view the standards. We have attempted to utilize some sample activities accompanying the standards to suggest possibilities for integrating them.

Understanding cultural contexts is critical to preparation for citizenship because the United States has always been composed of an extraordinarily diverse population. Our citizens hail from all corners of the earth, espouse the tenets of every religion, and carry on the traditions of hundreds of different cultures. This has resulted in the creation of a uniquely American culture, flavored and enhanced by those retained traditions. One of the more fundamental American ideals is that, in a nation of immigrants, citizens are not asked to divorce themselves from their heritage but to contribute it to the national milieu, and that American culture forms the essential social context for our society. "A social culture is an organized way of life which is based on a common tradition and conditioned by a common environment," observes historian Christopher Dawson, and "a common way of life involves a common view of life, common standards of behavior and common standards of value." Exploring that American context helps students appreciate the contribution of various cultures to the diversity from which we all draw strength. Further, understanding the importance of cultural context to all societies is a powerful tool for students to use in examining both positive and negative consequences which occur when cultures interact.

Delaware schools are preparing our students to live in the twenty-first century, and while it is not possible to predict with certainty the issues which will concern Americans in the future, we can prepare them by teaching the skills necessary to analyze contemporary issues. Some of these issues represent threats to our society: wars, drugs, or ecological disasters. Some affect the way we view ourselves: immigration, civil rights, and women's rights. Others suggest possible solutions to our most bedeviling problems: information technology, conservation efforts, or volunteer organizations tackling social concerns. By applying skills gained in the study of the core disciplines to contemporary issues, teachers prepare their students to deal with future challenges in their adult lives. Students learn that events are subject to different interpretations, and that they have to be capable of analyzing competing positions before making a decision. This also instills the expectation that every American citizen has both the responsibility and the right to take part in the decision-making process.

Cultural contexts and contemporary issues serve as significant unifying themes for interdisciplinary instruction. For middle-school students studying the colonial period, the concept of multiple cultural contexts in North America provides a useful focus for eighth graders examining the interaction of European, African, and Native American cultures. Students might begin by studying the histories of each major culture prior to contact in the New World. Geographic skills would allow them to map settlement patterns or the flow of trade between Scotch-Irish Presbyterians, English Anglicans, and

Cherokee Indians. They could employ cost-benefit analysis from economics to examine the implications of Hurons exchanging furs for manufactured goods with French traders, or the forces driving English, Portuguese, and Dutch mariners in the Atlantic slave trade. This investigation might lead to an appreciation of the struggles of uprooted Africans to preserve their culture in a hostile environment. Finally, students might look at the governments which emerged in the eighteenth century, and how they reflected the process by which immigrants to North America adapted their political, social, and religious heritage to the demands of a new land.

Employing contemporary issues, a class of seniors might explore alternative plans for a proposed bypass highway, by examining maps and relevant geographic data to determine different routes which could connect two major cities, analyzing potential environmental impact and the changes each would make for land use in the area. Students could research the region's history to see if historical sites existed which would need protection from development, including old buildings, bridges, or potential archaeological sites. Economic analysis could project the ways in which better access to transportation might reduce costs and improve profits for some businesses (resulting in more jobs), balancing this potential gain against the increased cost of taxes to construct the highway. The civics portion of the unit could include considerations of the rights of the landowners whose property was condemned, possible changes in political boundaries, and an investigation of the process by which a development plan was created and approved. Real-life experts might be invited into the classroom to share their expertise and views. A final student project might result in a group presentation before the appropriate city or county government, laying out costs and options for legislators to consider.

The potential of such integrated learning experiences is enormous because they help students conceptualize both the boundaries and the relationships between the four core disciplines. Thus we have attempted to highlight specific standards or activities which cross over disciplinary lines, and even on occasion to suggest integration with science, math, and language arts. We encourage teachers, students, and parents to view the individual standards as building blocks which can be combined in any number of ways to create a solid foundation for effective citizenship.

How is This Document Organized?

This document represents the framework upon which districts and teachers will build a comprehensive Social Studies curriculum. For each grade cluster, we have clearly identified in the content standards what students should know and be able to do by the time they have completed the highest grade in the cluster. Each core discipline is first presented on a summary page, giving the specific rationale for its inclusion, which is followed by the four standards for that discipline, each with an explanation and cluster-by-cluster progression of specific expectations. For example, History Standard One revolves around the concept of chronology—measuring time. Beneath the standard are found the expectations of students at each grade cluster. All history standards are grouped together so that the reader can gain a quick appreciation for the skills and content emphasized and an understanding of the progression through which they will be taught.

Following these summaries, the specific standards for the core disciplines are repeated in their appropriate grade clusters. Thus, in several successive pages you will be able to view the entire history, geography, economics, and civics standards for grades K-3. As the standards themselves are presented, sample activities accompany them. The purpose of these activities is to give readers a better feeling for how this particular standard might appear when taught in the classroom. These examples do not represent complete lessons or assessments, and certainly do not exhaust the possibilities for instruction. After many of these examples connection boxes are included, highlighting integration possibilities, so that readers can appreciate the potential interaction between the standards. For many of the standards there are also examples of "Parent Partnership Projects" which are specifically focused on increasing parental involvement.

Following the standards are sample performance assessment tasks. These tasks illustrate in detail how the standards are applied and assessed, and include samples of actual student work at several levels of ability, so that readers can appreciate what these standards look like in the classroom. The commission felt that it was essential not only to show that it will be feasible for teachers to begin with these standards and develop new units and new assessments, but also to indicate the kinds of tasks which might be expected in a future state assessment.

The Continuing Challenge

"How does it happen that every one takes so zealous an interest in the affairs of his township, his county, and the whole state as if they were his own?" asked the French traveller Alexis de Tocqueville during his celebrated visit to America in the nineteenth century. He answered himself by observing that "it is because every one, in his sphere, takes an active part in the government of society." Our commitment to democratic ideals and our common identity are being more stringently tested each year. Facing the twenty-first century, Americans must be prepared to deal with increasingly complex issues at home and across a rapidly changing world. For more than 200 years, skeptics have suggested that our experiment in entrusting the care of the republic to our citizens is foredoomed to failure, and that our differences too heavily outweigh our common bonds, but American citizens have repeatedly proven those skeptics wrong.

The republic is still not perfect; we have much yet to do, as will our children in their time. Citizenship education through the social studies curriculum in our public schools remains a critical element in preparing them to assume their responsibilities. These standards represent a beginning rather than an end. Several years of investigation have led us to this initial identification of what students should know and be able to do in order to meet the challenge laid down by Benjamin Franklin. The commission is now relying on the teachers, parents, and citizens of Delaware to join us in implementing them. If we are successful, the process of implementation will be dynamic rather than static, cooperative rather than dictated from above. As Arthur Schlesinger Jr. recently suggested, "the American identity will never be fixed and final; it will always be in the making." The same conclusion applies to these standards.

Implications of Adoption: A Commitment to Our Children

We have attempted to create a framework for Social Studies education which is challenging and supports the ideal of preparing young people to become effective citizens. Delaware's adoption of this curriculum framework will have decided implications for our children, our schools, and our state. New kinds of assessment will require a rethinking of instruction. New instructional methods will require new tools. Specific populations of students—special education, gifted and talented, or those who speak English as a second language—will require assistance or accommodation to help them meet or exceed these standards. If these standards and the assessments which follow are to have a positive impact in the upcoming years, then it is necessary to make the fundamental implications of their adoption clear from the start.

We assume that learning in Delaware classrooms will be active rather than passive. The transfer of factual knowledge through formal presentation will always be necessary, but these standards also require an emphasis on critical analysis, problem-solving, and application of knowledge. Assessments will center on students demonstrating proficiencies rather than selecting correct answers, but these standards cannot simply be handed to teachers, who are then expected to manufacture instructional miracles without materials or support. Students must be provided with the materials with which to learn, and teachers the materials with which to teach. Given our charge to produce world-class content standards, however, we did not want to dilute our vision of what should be done to prepare Delaware's children by accepting current limitations. We are suggesting in these standards that there is no higher civic responsibility for our public schools than the preparation of effective citizens, and that implies the necessity for insuring that the resources exist to discharge this responsibility.

Training and other forms of teacher support must be provided to make the adoption of these standards a reality. Creating new units or performance assessment tasks will be extremely challenging. It requires time for research and reflection, input from content-area experts, and the opportunity to test ideas in the classroom. There is material currently available that can be adapted for use with these standards, and many Delaware teachers will find elements of their current practices already anticipate them, but the first years after adoption can be expected to make great demands on staff members. The state, the districts, and the citizens of Delaware must support the teachers during that time. Staff development needs to be emphasized, and institutions which train new teachers will have to review their own practices in light of these standards. Without such efforts, these standards run the risk of becoming admirable intellectual goals which have little relevance in our classrooms.

Achieving these standards will also require a commitment from Delaware students and their parents. Students have to come to school prepared to learn, prepared to accept a major share of the responsibility for their own education. High standards imply accountability in terms of behavior, process, and content. Parents are an integral part of citizenship education as well. Meeting these standards will require their active assistance, from participation in teacher conferences to helping with projects, from expecting a consistent effort at homework to visiting classes and sharing their own experiences.

Finally, the commission has assumed that the ultimate responsibility for instruction will remain in the committed and competent hands of Delaware teachers. State content standards provide a benchmark by which to measure progress, but our teachers have to breathe life into those standards and transform them into a meaningful curriculum. The traditional intellectual and creative autonomy of Delaware's teachers will have to be supported at the same time we challenge them to greater excellence. This is the only way that the First State will be able to answer the continuing challenge of educating responsible citizens who can be entrusted with the future of our nation.

CIVICS

Civics directly addresses citizenship education within the context of political systems. Students study the assumptions upon which governments are founded, and the organizations and strategies governments employ to achieve their goals. With specific respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers, and the rule of law. They need to comprehend that an essential premise of representative democracy is the willingness of citizens to place a high premium on their own personal responsibility for participation in social decision-making. Students develop the skills which citizens must possess in order to discharge those responsibilities while protecting their rights and the rights of others. The study of civics prepares students to translate their beliefs into actions and their ideas into policies.

Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].

Governments exist and are instituted for specific purposes and employ a variety of organizational structures to pursue their objectives. Constitutional democracy attempts to balance individual freedom with the needs of the society as a whole. American citizens need a basic understanding of the structure of different forms of government and a detailed knowledge of a constitutional democracy.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.

K-3: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected.

4-5: Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions.

4-5: Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.

6-8: Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.

6-8: Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.

9-12: Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].

The American political system was intentionally created to rest on a foundation of individual liberty, freedom of religion, representative democracy, equal opportunity, and equal protection under the law. These principles and ideals are codified in the United States Constitution, the Bill of Rights, and other significant documents. Understanding, achieving, and upholding them represents a major challenge to each succeeding generation of American citizens.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.

4-5: Students will understand that the principle of "due process" means that the government must follow its own rules when taking actions against a citizen.

4-5: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility.

6-8: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.

6-8: Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.

9-12: Students will examine and analyze the extra-Constitutional role that political parties play in American politics.

9-12: Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.

Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

The political, religious, and economic freedoms provided to American citizens are accompanied by the responsibility of active civic participation at the individual, community, state, and national levels. Effective citizens need to understand the dedication and commitment necessary to safeguard those rights for themselves and future generations, as well as the potential consequences of inaction. They should also be able to distinguish between rights and privileges.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).

4-5: Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.

4-5: Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.

6-8: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.

6-8: Students will understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service.

9-12: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.

Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].

The intent to participate in the American political system must be matched with the specific skills necessary to be effective. Such skills include but are not limited to: registering to vote; interacting successfully with government agencies; organizing and working in civic groups; researching and advocating a position; or serving in an office of public trust.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

4-5: Students will understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day.

4-5: Students will identify and employ the formal and informal methods by which democratic groups function.

6-8: Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.

9-12: Students will develop and employ the skills necessary to work with government programs and agencies.

9-12: Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.

ECONOMICS

Economics analyzes how individuals and societies produce, allocate, distribute, and expend resources. Students learn to examine the inherent relationship between costs and benefits, and the values associated with them. An understanding of economic principles, whole economies, and the interactions between different types of economies helps students comprehend the movement and exchange of information, capital, and products across the globe. Citizens need to be able to assess the impact of market influences and governmental actions on the economy in which they live. The study of economics equips them to make personal economic choices, and to participate responsibly and effectively in social decision-making as citizens in an increasingly competitive and interdependent global economy.

Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].

Individuals, as well as families, communities, and societies as a whole, must make choices in their activities and consumption of goods and services because the resources available to satisfy wants are limited. The availability of these resources in a market economy is dependent on changes in technology, costs, demand, and government intervention. Making effective personal economic choices requires a comparison of the cost of a given resource with the benefits gained by its acquisition.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.

K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received.

4-5: Students will understand that prices in a market economy are determined by the interaction of supply and demand, with governments intervening to deal with market failures.

4-5: Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of the government.

6-8: Students will analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.

9-12: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.

Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].

Market economies are dependent on the creation and use of money to facilitate exchange. Such economies are therefore tied to the role of banks and financial institutions, the causes and effects of inflation, unemployment, and business cycles. Government actions such as taxation, spending, regulation, and fiscal policy also influence the operation of market economies. Understanding the interaction of these factors is essential to comprehending the function of market economies as a whole.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.

4-5: Students will understand the role of banks and other financial institutions in the economy.

6-8: Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.

9-12: Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.

Economics Standard Three: Students will understand different types of economic systems and how they change [Economic systems].

Methods of production, distribution, and exchange vary in different economic systems; alternative economic systems will have advantages and disadvantages when compared to each other. Economic systems may change over time, and in the modern world it is important to understand the process of change, especially when non-market economies are in transition to market economies. Such transitions present both opportunities and challenges for American citizens.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.

4-5: Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.

6-8: Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.

9-12: Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.

Economics Standard Four: Students will examine the patterns and results of international trade [International trade].

Nations with different economic systems often specialize and become interdependent as a result of international trade. This trade is affected by national efforts to encourage or discourage the exchange of commodities, exchange rates, and the flow of international investment. As markets extend beyond political borders, it is essential for American citizens to develop an understanding of international trade in order to make effective choices in allocating their own resources.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.

4-5: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.

6-8: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.

9-12: Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.

GEOGRAPHY

Citizens should possess a knowledge of geography and an ability to apply a geographical perspective to life situations. All physical phenomena and human activities exist in space as well as time. Geography studies the relationships of people, places, and environments from the perspective of where they occur, why they are there, and what meaning those locations have for us. Citizens with the knowledge and perspectives of geography understand the environmental and human processes that shape the Earth's surface, and recognize the culturally distinctive ways people interact with the natural world to produce unique places. An appreciation of the nature of their world and their place in it will better prepare citizens for a physical environment more threatened and a global economy more competitive and interconnected.

Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].

A mental map is a person's internalized picture of a part of the Earth's surface. It helps make sense of the world by storing and recalling information about the patterns of the Earth's human and natural features. A well-developed mental map is a great asset in understanding local, national, and world events. Students need to develop mental maps which reflect the relative location and knowledge of major landforms and climatic zones, human settlements, political divisions, and economic activities at local, state, national, and world scales. Students also need to develop the ability to create, use, and interpret maps and other geo-graphics crucial to analyzing and solving geographic problems.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will understand the nature and uses of maps, globes, and other geo-graphics.

4-5: Students will demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.

6-8: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.

9-12: Students will identify geographic patterns which emerge when collected data is mapped, and analyze mapped patterns through the application of such common geographic principles as

—Hierarchy (patterns at a detailed scale may be related to patterns at a more general scale)

—Accessibility (how easily one place can be reached from another)

—Diffusion (how people or things move in certain directions at certain speeds)

—Complimentarity (the mutual exchange of people or goods among places usually occurs over the shortest possible distances)

9-12: Students will apply the analysis of mapped patterns to the solution of problems.

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Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].

The relationship between human needs and the natural environment is fundamental to life. Humans modify the environment in culturally distinctive ways as they respond to the resource opportunities and risks present in the physical world. To understand this relationship, students must know of the major processes which shape the world into distinctive physical environments, and gain awareness of the opportunities and limitations to human action presented by those environments.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will distinguish different types of climate and landforms and explain why they occur.

4-5: Students will apply a knowledge of topography, climate, soils, and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment.

6-8: Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.

9-12: Students will understand the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales.

Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

Cultural differences produce patterns of diversity in language, religion, economic activity, social custom, and political organization across the Earth's surface. Places reflect the culture of the inhabitants as well as the ways that culture has changed over time. Places also reflect the connections and flow of information, goods and ideas with other places. Students who will live in an increasingly interconnected world need an understanding of the processes which produce distinctive places and how those places change over time.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.

4-5: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.

6-8: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.

9-12: Students will understand the processes which result in distinctive cultures, economic activity, and settlement form in particular locations across the world.

Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].

Regions are areas containing places with common characteristics. They are a major way we simplify a geographically-complex world. Regions can be used for analysis and synthesis. They have practical applications as in political administration or organizing economic behavior. Understanding regions and their use will allow students to better analyze and predict patterns and connections between and among people, places, and environments.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.

4-5: Students will apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions.

6-8: Students will understand the processes affecting the location of economic activities in different world regions.

6-8: Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.

9-12: Students will apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth's changing complexity.

HISTORY

History organizes events and phenomena in terms of *when* they occur. Students study the ways in which individuals and societies have changed and interacted over time. They practice the skills of gathering historical data, and examining, analyzing, and interpreting these data. They learn to organize events through chronologies, and to suggest and evaluate cause-and-effect relationships among those events. Before choosing a position or acting, citizens need to be able to research issues in order to understand the effect of historical developments and trends on contemporary events. The study of history empowers them to form reasonable conclusions about the potential consequences of available options.

History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

Historical inquiry is not limited to the study of specific events, but may also focus on ideas or trends which extend across space and time. The continuing migrations of a population, the development of a religion or a philosophy, or the gradual change in the social status of a particular group all represent possible subjects for investigation. Such investigations depend heavily on the ability to construct accurate chronologies and draw logical conclusions regarding cause and effect.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will use clocks, calendars, schedules, and written records to record or locate events in time.

4-5: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

6-8: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

9-12: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

History Standard Two: Students will gather, examine, and analyze historical data [Analysis].

The basic sources of history are the documents and artifacts created in the past, which provide direct evidence of historical phenomena. Systematic collection of such materials as are available is a prerequisite for historical research. Critical examination of historical materials requires logical analysis, an appreciation of context, and an understanding of the principles of evidence.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will use artifacts and documents to gather information about the past.

4-5: Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

4-5: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

6-8: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.

6-8: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

9-12: Students will develop and implement effective research strategies for investigating a given historical topic.

9-12: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

History Standard Three: Students will interpret historical data [Interpretation].

Historians collect and analyze both primary and secondary sources in order to describe, compare, and interpret historical phenomena. The same phenomenon or event may be presented from a variety of perspectives by different historians because they choose different questions to guide their inquiries, may have varied access to historical materials, analyze those sources differently, and are led by their own beliefs and points of view to weigh causes in distinct manners. Any comparison or evaluation of competing historical interpretations has to take these factors into account.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.

4-5: Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.

6-8: Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.

9-12: Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

HISTORY

History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].

An organized mental framework of events, people, trends, and other historical phenomena is essential to understanding, evaluating, and constructing historical interpretations. Such a framework allows us to draw logical inferences concerning the continuing impact of the past on the present. Individual periods, regions, or events should not be studied in isolation but rather in comparison to one another. Nor should the broad sweep of events or an emphasis on leaders, great works, and pivotal events obscure the importance of seeking to understand the everyday life of ordinary people in other times and places.

The complexity of the standard will increase at each succeeding grade cluster:

K-3: Students will develop an understanding of the similarities between families now and in the past, including:
—Daily life today and in other times
—Cultural origins of customs and beliefs around the world

K-3: Students will develop an awareness of major events and people in United States and Delaware history.
—Who lives here and how did they get here? (immigrants, demographics, ethnic and religious groups)
—Important people in our past
—Different kinds of communities in Delaware and the United States

4-5: Students will develop an understanding of Delaware history and its connections with United States history, including:
—Native American inhabitants before European contact
—Exploration and settlement (1609-1775)
—From the First State to the Civil War (1776-1865)
—Growth of commerce, industry, transportation, and agriculture (1865-1945)
—Modern Delaware (1945-present)

4-5: Students will develop an understanding of selected themes in United States history, including:
—Who are the American people? (demographics, immigration)
—How did the United States develop its form of government?
—How have advances in technology changed our lives?
—Important people in American history

6-8: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:
—Three worlds meet (Beginnings to 1620)
—Colonization and Settlement (1585-1763)
—Revolution and the New Nation (1754-1820s)
—Expansion and Reform (1801-1861)
—Civil War and Reconstruction (1850-1877)

6-8: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:
—The beginnings of human society
—Early civilizations and pastoral peoples (4,000-1,000 BC)
—Classical traditions, major religions, and great empires (1,000 BC—300 AD)
—Expanding zones of exchange and encounter (300-1,000 AD)
—Intensified hemispheric interactions (1,000-1,500 AD)

History Standard Four: (continued)

9-12: Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including:

—Civil War and Reconstruction (1850-1877)
—Development of an industrialized nation (1870-1900)
—Emergence of modern America (1890-1930)
—Great Depression and World War II (1929-1945)
—Postwar United States (1945-early 1970s)
—Contemporary United States (1968-present)

9-12: Students will develop an understanding of recent and modern world history and its connections to United States history, including:

—Intensified hemispheric interactions (1,000-1,500 AD)
—Explorations, contact, and interactions across the world (1450-1770)
—Revolutions, ideologies, and technological change (1750-1914)
—The 20th Century world (1900-present)

CIVICS - GRADES K-3

STANDARD

Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].

K-3: Students will understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.

K-3: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected.

SAMPLE ACTIVITY

After reading or listening to a demonstration of how a person in authority gained his/her office, students could be asked to identify the means of selection as either election, appointment, or family-related [Government].

Given a particular position of authority (President of the United States, school principal), students could be asked to conduct research by reading library books, talking with adults, or interviewing someone in that position in order to develop a list of responsibilities and powers for the office in question [Government].

Parent Partnership Project: Students might have their parents help them identify their major elected officials. During an election year they could clip pictures from campaign literature and newspapers, as well as observe leaders on television [Government].

Using newspaper or magazine photographs, students could assemble a collage or a set of flash cards of major government leaders, including the President, Supreme Court, important Senators and Congressmen, the Governor, and local political leaders [Government].

This activity could be combined or paralleled with a history activity in which students collected images of major historical events (e.g., signing of the Declaration of Independence).

Students might be asked to write a job description for teachers and students which demonstrates an understanding of basic responsibilities [Government; citizenship].

CIVICS - GRADES K-3

STANDARD

Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].

K-3: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.

SAMPLE ACTIVITY

Students might read or listen to a story which describes how an individual was treated unfairly because he or she was different in some way (such as "The Ugly Duckling" or "Beauty and the Beast"), and then explain why individual differences should not be the basis for discrimination [Politics].

Parent Partnership Project: Students could be assigned to watch the nightly news with their parents and discuss the political processes they observe, possibly answering questions provided by the teacher [Politics].

Students could engage in a class discussion to determine rules which would safeguard the rights and property of all students in the class. Individual students would then create a picture or poster which showed a situation in which the rules might protect someone, and then explain the story behind that picture and why that safeguard was important [Politics].

CIVICS - GRADES K-3

STANDARD

Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

K-3: Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).

SAMPLE ACTIVITY

Students could be divided into groups and given a list composed of items which might be defined either as rights, responsibilities, or privileges. The students would discuss each, and then categorize them as rights or responsibilities. Each group would then be responsible for determining the difference among the three [Citizenship; participation].

This kind of activity, which requires students to analyze types of items and draw conclusions about their categorization uses the same kinds of reasoning as an economics activity which introduces cost/benefit analysis.

Through role-playing, art, or other demonstrations, students could show how acts like theft or vandalism hurt other people, and explain why they are wrong [Citizenship].

After interviewing or listening to two people presenting opposing viewpoints on some issue, students could be asked to summarize each position [Citizenship].

This activity could be connected to History Standard Two if the views presented were those of historical personages.

A list of occupations of adults known to the class might be generated, and students would be asked to explain how each contributes to the life of the community and to the support of families [Citizenship; politics].

This activity would also connect with Economics Standards One and Two.

CIVICS - GRADES K-3

STANDARD

Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].

K-3: Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

SAMPLE ACTIVITY

Students might be asked to explain several ways in which a group could choose a leader (taking turns, drawing straws, voting, consensus), and demonstrate each process through role-play [Participation].

Students might be asked to participate in a cooperative group charged with a specific responsibility (planning a class activity, organizing materials for a project, etc.). After completing the task, each student would be asked to describe the contribution made by every group member, as well as the process or rules used for work assignments, decision-making, and reporting [Participation].

ECONOMICS - GRADES K-3

STANDARD

Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].

K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.

K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received.

SAMPLE ACTIVITY

Using a price list provided by the teacher, each student might be asked to prepare a budget for a classroom party with a fixed maximum expenditure. After listening to the plans of classmates, the student might be asked to identify what each person valued most on the menu, and what items were "given up" in order to stay within the budget [Microeconomics].

Math Standards 3 (Math Reasoning) and 4 (Math Connections) would both support this activity.

Students could be asked to list as many strategies as possible that families might use to acquire food (work for money and buy at the supermarket; garden; fish and hunt, etc.), and then identify which of these strategies would be more likely to be pursued in rural, urban, or suburban area [Microeconomics].

This activity connects with Geography Standard Three.

Students could make a list of all the things they would like to buy within the next month, and research how much each item would cost. Then each student would be given a fixed amount of "money" and be told to purchase as many of the items on the list as possible. Next, students would be given twice the original amount and then half the original amount to make similar lists. From the three resulting lists, students would assign priorities to each item on the list (cost/benefit analysis) [Microeconomics].

For a concurrent geography activity, students might also identify on a map all the places in their community or region that they find these resources.

After reading Something Special for Me by Vera Williams, students could analyze the different alternative uses Rosa had for her birthday money, and explain why Rosa had to make a choice. Students would state whether Rosa made a good or bad choice, and support these answers. Students might also keep a diary of choices they have faced for one week. For each dilemma, they could state why they had to make a choice and their decision. At the end of the week, each student would reexamine his or her decisions, and use cost-benefit analysis to determine if the decisions were good ones [Microeconomics].

ECONOMICS - GRADES K-3

STANDARD

Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].

K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.

SAMPLE ACTIVITY

Students could participate in a classroom simulation wherein they use scrip, chip, or other symbols for trade. They would keep records of how much "money" they had, and how much was paid for each item bought or sold. Students could speculate at the end of the exercise on what kinds of items work better for exchange, and compare the ease of barter and money economies [Macroeconomics].

This activity could be coordinated with a history activity, wherein students would examine different coins or types of paper money which have been used throughout American and World history, including items such as old banknotes, pieces of eight, or wampum.

Students might generate a list of needs and wants for a family in their area and compare it with lists for families from other regions. The list could be illustrated with pictures or a collage of photographs. Each student would then look for differences in the items on the lists for each region, and present an oral explanation of why he or she thinks there is a difference. Students could work in small groups to suggest possible strategies that families might use to provide as many of these wants as possible [Macroeconomics].

This activity connects with Geography Standard Four, and might be attached to a history activity by using families from other times as well as other places for the comparison. It lends itself to an exploration of the overall cultural contexts in which families around the world live.

ECONOMICS - GRADES K-3

STANDARD

Economics Standard Three: Students will understand different types of economic systems and how they change [Economic systems].

K-3: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.

SAMPLE ACTIVITY

Groups of students might be given bags of art supplies and recycled items. Groups would have to use the items to produce a product that someone would want. Groups must decide what to produce, how they will produce it, and who will get the final product. Students would explain that these basic economic questions must be answered due to scarcity—there are not resources enough to produce enough for everyone. Then the teacher might prepare boxes labeled WHAT, HOW, and FOR WHOM. Students would cut out pictures showing "what" decisions, "how" decisions, and "for whom" decisions. Working in pairs, students would place their pictures in the correct boxes and explain their decisions [Economic systems].

After reading Arthur's Funny Money by Lillian Hoban, students could discuss how Arthur answered the three basic economic questions—what, how, and for whom? After reading Ox-Cart Man by Donald Hall, the students could decide how the farmer figured out his answers to these questions. Using a Venn diagram, the students could determine what was similar or different about how Arthur and the farmer answered these questions [Economic systems].

Students might discuss the importance of special classroom jobs, and how each student who performs a specific job is a specialist producing a service the class needs. Students might write the name of a specialist on a card and tape these names to themselves. They would stand in a circle and each would in turn explain how he or she relies on another worker in the circle. As this is done, a ball of yarn is passed between the students, eventually building up a large interconnecting web. Students could discuss how they depend on one another and demonstrate this by tugging on the yarn. To demonstrate what would happen if one or more student workers did not do their jobs, the teacher could cut a piece of the yarn connecting two workers [Economic systems; international trade].

After generating a list of specialists upon whom they depend at school, at home, or in the community, students could use art supplies to draw these and glue the illustrations to tongue depressors. Students would then take turns playing "Guess the Specialist," by holding the puppets behind their backs and giving clues until other students guess that specialist's role. When a student guesses the specialist, he or she then explains how the school, home, or community depends on this specialist to complete her job, and tells what would happen if she did not do her job. The student who correctly guesses the specialist then goes to the front of the room to give clues to other students [Economic systems; international trade].

ECONOMICS - GRADES K-3

STANDARD

Economics Standard Four: Students will examine the patterns and results of international trade [International trade].

K-3: Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.

SAMPLE ACTIVITY

Students would be assigned a specific commodity (shirts, shoes, jewelry, etc.), and would then go around their classroom determining where in the world those items were made—e.g., how many shoes from Italy, Poland, or Brazil. Then each student would take an outline world map and find the location from which each of these commodities is produced, and draw a line from that country to the United States [International trade].

This event would naturally connect with developing a basic geographic awareness and the ability to use maps.

GEOGRAPHY - GRADES K-3

STANDARD

Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].

K-3: Students will understand the nature and uses of maps, globes, and other geographics.

SAMPLE ACTIVITY

Students might be asked to compare air photos with different kinds of maps of the local area (road map, topographical map, population distribution map) to compare uses and understand map-making techniques [Maps].

Parent Partnership Project: Students could create a "history" map of their lives marking their birthplace, different places they have lived, and places to which they have traveled. Different colored stars or other symbols could be utilized to identify categories of places [Maps].

Students could use a map and follow a directed route through the local community of their school, which would help them understand the use of compass point and map scale [Maps].

Students might be asked to locate their hometowns on a state map, Delaware on a U.S. map, and the United States on a world map [Maps].

Using spherical objects, such as balloons or Styrofoam balls, students might construct a globe, and label the equator, the pole, the prime meridian, and the continents and oceans [Maps].

Students might make a map from memory of the journey to school (or the journey from classroom to the cafeteria), and then compare that map with those of other students to discuss how each is different and why certain features may be common [Maps].

GEOGRAPHY - GRADES K-3

STANDARD

Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].

K-3: Students will distinguish different types of climate and landforms and explain why they occur.

SAMPLE ACTIVITY

Students might produce models or drawings of various landforms (mountain, hill, river, plain, etc.) and explain in simple terms how these features were formed [Environment].

Observing differences in weather patterns over a long period of time, students would describe the observed data in graphic form and then relate seasonal differences observed with seasonal changes in clothing and activity [Environment].

The graphical representation feature of this activity relates to the Science and Mathematics standards.

Students could investigate ways water is used today, and where our water comes from. They would then compare this information with water use and sources of water in the past [Environment].

Parent Partnership Project: Students might enlist their parents and other family members in recording home water usage for several days, and compare their families' usage with state and national averages [Environment].

After classifying a series of photos by climatic region, students might be asked to identify vegetation, animal life, types of human activity, and topographic features likely to be found in each climatic region. They would then locate these different climates on a world map and explore whether how far a place is from the ocean, or from the poles or equator, helps to explain climatic differences [Environment].

GEOGRAPHY - GRADES K-3

STANDARD

Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.

SAMPLE ACTIVITY

Students might be asked to use photos, movie clips, books and other material to gather information about cities, towns, suburban settlement and rural areas in the United States and around the world. They would then describe the size, building styles, economic and cultural activity of each type of settlement [Places].

If this inquiry was extended to the types of products people produce or consume, it would also meet the K-3 economics standard.

Students could be asked to examine a state highway map to count the number of cities, towns, and villages. They would then compare the number and size of the roads, railroads, and other transportation links between the settlements and speculate on the types of good shipped by each transportation link [Places].

This inquiry also relates to the K-3 economics standard when the types of goods carried is considered.

Parent Partnership Project: Students could map trips to other settlements taken by the families of students in the class during the past month, gather information about the reasons for travel, and deduce that settlements depend upon each other [Places].

Comparing photographs of small towns and villages in various regions of the United States, students might identify the ways in which they are distinctive [Places].

GEOGRAPHY - GRADES K-3

STANDARD

Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].

K-3: Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.

SAMPLE ACTIVITY

Students might be assigned to examine the local community, analyzing the natural environment and the human activities which take place there. They would then draw and explain boundaries between districts or neighborhoods, and compare what makes any student's home different from other places [Regions].

Students might be asked to use maps of world climatic regions to predict the type of clothing, housing, outdoor activity, etc., which might be found in a specified area. They would then investigate through references to see if those predictions are correct [Regions].

Students might be asked to gather evidence of interaction between their hometowns and other places in the world, such as clothing worn, mail received, goods in stores, etc. This information could be mapped, and using simple concepts of distance, direction, available means of transport, and cultural or historical associations between places they could explain the mapped patterns which emerge [Regions].

A similar activity is described in the K-3 economics standards addressing the nature of international trade.

HISTORY- GRADES K-3

STANDARD

History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

K-3: Students will use clocks, calendars, schedules, and written records to record or locate events in time.

SAMPLE ACTIVITY

Students might record temperature readings, as well as observations of clouds and weather conditions over several months and draw conclusions about general trends based on their observations [Chronology].

This activity connects with Math Standard Two (Communications) and Science Standard Four (Atmospheric Dynamics).

After reading or hearing a folk tale, biography, or historical narrative, students could be asked to retell or dramatize the story with the events in the correct sequence [Chronology].

This activity connects with English/Language Arts Standard 4 (Literary Knowledge).

Given a written schedule for a professional or school sports team, students might construct a travel itinerary for the team. Using a map of North America and an atlas, the students could then plot the probable travel route for the team over a two-week period [Chronology].

This activity can be closely tied in with Geography Standard One.

Given a set of photographs of the same community taken from the same vantage point at twenty-year intervals, students would examine them in order to make a list of changes which occurred between each picture and speculate on how their lives might have been different during any of the periods represented [Chronology; analysis].

Students might use a written schedule of classroom activities to help them predict what a visitor could expect to see if she visited the classroom on a randomly chosen day at any given hour [Chronology].

Students might compile a schedule of planned events during after-school hours for the course of a week (TV shows—when they are on; family trips and events) [Chronology].

This activity would coordinate easily with a geography activity which required the students to trace on a map the various trips taken in the course of a week.

HISTORY- GRADES K-3

STANDARD

History Standard Two: Students will gather, examine, and analyze historical data [Analysis].

K-3: Students will use artifacts and documents to gather information about the past.

SAMPLE ACTIVITY

Given a collection of toys, games, and children's literature from another time, students might be asked to draw conclusions about the lives and activities of children living then [Analysis; content].

Parent Partnership Project: Students might collect the items for the activity listed above from parents or grandparents, including explanations of rules or usage.

Viewing a collection of old photographs, maps, or aerial photographs from the local area or school building, students could be asked to identify changes in clothing, building styles, land use, and technology which have occurred since the photos were taken [Analysis].

Students might be given a "history box" containing artifacts belonging to a specified time, and asked to make deductions concerning the function and form of the objects and what they tell us about life in the past [Analysis].

Students could construct a time capsule in which they place artifacts and documents which they feel would serve as an accurate guide to life in the late twentieth century for future students [Analysis; interpretation].

Students might listen to examples of popular dance music from various periods and attempt to place them in chronological sequence [Analysis].

Given one type of technology (methods of measuring time; transportation modes; lighting, etc.), students might be asked to first place them in chronological order, and then to discuss ways in which each particular item might have affected everyday life in a given period [Analysis; chronology].

Science Standard 1 (Science and Technology) would also support this activity.

HISTORY- GRADES K-3

STANDARD

History Standard Three: Students will interpret historical data [Interpretation].

K-3: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.

SAMPLE ACTIVITY

Students might be given several artifacts or documents concerning an historical event from which they would have to create a story consistent with their sources. Then students would be given an additional piece of source material and asked to modify their story to account for its presence. This could be repeated several times, and then students would be asked to compare their first effort with the last one [Interpretation].

After studying the life of a famous person from the past, students could be asked to pack a pouch with objects which would suggest important attributes or accomplishments of that person, and make an oral presentation supporting their choices [Interpretation].

Students might be given a bag of "evidence" gathered in a mock-trial of Goldilocks or Jack (of the Beanstalk) for trespassing and destruction of property. They would them have to interpret whether or not a case could be made for the character's guilt or innocence based on that evidence [Interpretation].

Such an activity connects with Civics Standard One.

After reading or listening to stories about families in other times and cultures, students might first create a list of the major differences between their own families and those in the story, and then create their own stories about what life might have been like had they been born in a foreign country or another time [Interpretation; content].

HISTORY- GRADES K-3

STANDARD

History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].

K-3: Students will develop an understanding of the similarities between families now and in the past, including:

—Daily life today and in other times

—Cultural origins of customs and beliefs around the world

K-3: Students will develop an awareness of major events and people in United States and Delaware history.

—Who lives here and how did they get here? (immigrants, demographics, ethnic and religious groups)

—Important people in our past

—Different kinds of communities in Delaware and the United States

SAMPLE ACTIVITY

Students could be asked to compare the responsibilities of a colonial housewife with the role of their own mother or caregiver [Content; analysis].

Parent Partnership Project: A parent or grandparent might be interviewed about how their family has changed over time, or what major events in the world have affected them the most [Content].

Students might be expected to prepare a collage of national and/or international holidays which depicts the people or events primarily associated with them [Content].

Students could construct a monthly holiday calendar, illustrated with a drawing, photograph, or poem expressing the special significance of a particular holiday [Content].

Students might prepare an illustrated handbook on the American flag, which explained its origin and significance, as well as simple flag etiquette [Content].

CIVICS - GRADES 4-5

STANDARD

Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].

4-5c Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions.

4-5c Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.

SAMPLE ACTIVITY

Students could create a diagram which explains the structure of the Federal government under the U. S. Constitution. Then the class would break up into four groups (one each for the executive, senate, house, and judiciary) and define the powers of that branch or sub-branch [Government].

This activity could easily be tied to a history activity if the students were required to determine differences in these offices when the Constitution was written and now (e.g., how the President and Vice-President are elected or the number of congressmen in the House of Representatives).

Students could be asked to identify the purposes of the United States government as outlined in the Preamble to the Constitution, and then give examples of how each might be accomplished by the government (e.g., establish justice through the courts; provide for the common defense through the armed forces, etc.) [Government].

Using the State Constitution and other sources as a guide, students could research current members of the three branches of government in order to develop job descriptions for a Delaware governor, Supreme Court justice, senator, or representative. They might then visit the state government complex in Dover and identify the seats of the executive, judicial, or legislative branches in Delaware government. Finally, each student could select one member of the state government, interview that person, and explain how he/she contributes to life in the state [Government].

CIVICS - GRADES 4-5

STANDARD

Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].

4-5: Students will understand that the principle of "due process" means that the government must follow its own rules when taking actions against a citizen.

4-5: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility.

SAMPLE ACTIVITY

Students might examine specific events preceding the American Revolution (i.e., the Boston Massacre, the Quartering Act, the Quebec Act, etc.), and relate these to specific guarantees which were included in the Bill of Rights [Politics].

This activity connects with History Standards Three and Four.

Students could examine the Bill of Rights to see how extensive a list of rights they can find in the first ten amendments. Each student would then pick out a particular right and create a story about how someone might be hurt if they did not have this right [Politics].

An examination of school and classroom rules could be the basis for students to investigate the concept of due process. The students would try to determine what responsibilities these rules place on those who enforce them (e.g., to hear witnesses; investigate evidence fairly, allow an appeal of decisions). They would then try to figure out how not having due process rights weakens all other rights [Politics; participation].

During any election year, students could break into groups and research the background and positions of candidates in national, state, and local elections. Each student or group of students would be made responsible for compiling a scrapbook containing campaign paraphernalia and news items concerning that candidate. Students would each be required to prepare and present a speech, song, or ad which would attempt to convince others to vote for their candidate. The activity would culminate the day before the real election with a mock election in the classroom [Politics, participation; citizenship].

A geography activity could be created to go along with this activity which required students to create a map which showed various electoral districts in the state or nation, and indicating on the map where there were elections and who the candidates from each party were. Students could even prepare a before and after map and use it as the basis for writing a newscast about the election.

CIVICS - GRADES 4-5

STANDARD

Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

4-5: Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.

4-5: Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.

SAMPLE ACTIVITY

Students might identity individuals and/or groups within their community who work for the common good on a voluntary basis (civic associations; booster clubs; hospital volunteers, church charities; volunteer fire and rescue workers) and describe the contributions made, as well as the reasons people give for volunteering their time [Citizenship].

Parent Partnership Project: Students might take a list of classroom rules and responsibilities home and sit down with their parents to compare them with home rules and responsibilities. This would prompt a student discussion of similarities and differences between the two sets of rules [Citizenship].

CIVICS - GRADES 4-5

STANDARD

Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].

4-5: Students will understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day.

4-5: Students will identify and employ the formal and informal methods by which democratic groups function.

SAMPLE ACTIVITY

Viewing a nightly newscast or reading a newspaper each day for two weeks, students might tabulate a list of the issues which were covered most frequently, and then discuss with family members which items drew the most interest and why [Participation].

If the students also mapped the locations mentioned in news stories, this would connect with Geography Standard One.

Students might conduct a public opinion survey in the school or community on an issue of local, state, or national interest, express the results in graphic form, and report the results in a news article, video presentation, or oral report [Participation; citizenship; politics].

This activity connects with Math Standard Two (Math Communications) and English/Language Arts Standard Two.

Students might organize their class, elect officers, select standing committees with ongoing responsibilities, and special committees for specific projects; they might also elect a representative to student council. Each student selected for a position would be responsible for developing a job description and providing periodic reports of their progress to classmates [Participation].

Parent Partnership Project: Students might attend a school board or local government meeting with a parent and give a report on the event [Participation].

ECONOMICS - GRADES 4-5

STANDARD

Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].

4-5: Students will understand that prices in a market economy are determined by the interaction of supply and demand, with governments intervening to deal with market failures.

4-5: Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of the government.

SAMPLE ACTIVITY

Using the "mini-society" model, students might be asked to decide on a product to produce and sell within the classroom market [Microeconomics].

Students could be asked to do a survey to find out how many times a week the average student buys a certain commodity (ice cream, video rentals, etc.), and then draw a conclusion about how these rates of purchase would be affected if the price increased by 10%, 50%, or 100% [Microeconomics].

ECONOMICS - GRADES 4-5

STANDARD

Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].

4-5: Students will understand the role of banks and other financial institutions in the economy.

SAMPLE ACTIVITY

Students might be asked to examine the decisions made by Delaware farmers concerning which crops to plant, and then speculate on how improved transportation systems or access to markets might affect those decisions [Macroeconomics].

This activity connects with Geography Standards Two and Three.

Another "mini-society" project might involve a "barter day" on which no money is used. Students would keep a record of how many sales they made, and how many goods or services they were able to purchase, and compare this to days when money was used. Students would then analyze the impact on their classroom economy if money was eliminated and they bartered for all goods and services produced. Students might write a diary entry on "A Day in My Life without Money" [Macroeconomics].

To describe the costs and benefits of government regulation on the production of goods and services, students could form teams to produce friendship pins. Each team would produce as many pins as possible in a three-minute production period. At the end of production, each team totals the number of high quality pins produced and determines the labor cost per pin. This process would be repeated for at least two rounds. For the next round the teacher would announce that the government had discovered that prolonged contact with the beads used to make friendship pins could cause a severe skin rash. For the workers' safety and welfare, the government passed a regulation requiring protective gloves when working with beads. Using plastic gloves , teams would then repeat the production activity. Students would analyze the data for all rounds and discuss the costs (what is sacrificed) and the benefits (what is gained) from government regulation. After discussing the benefits and costs, students could select a government regulation that affects them (seat belts, pollution regulation, food and drug testing, etc.) and analyze the costs and benefits of those regulations. [Macroeconomics].

Students could investigate the various taxes used to provide support for local schools, and for each tax suggest a possible effect the tax might have on personal economic decisions (e.g., high property taxes might discourage home ownership) in order to examine the application of cost-benefit analysis to government policy-making [Macroeconomics].

This activity not only encourages a civics connection, but if students were encouraged to examine how American communities in the past (e.g., colonial New England) supported public education it would also support the history standard.

ECONOMICS - GRADES 4-5

STANDARD

Economics Standard Three: Students will understand different types of economic systems and how they change [Economic systems].

4-5: Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.

SAMPLE ACTIVITY

The teacher might bring one candy bar to class and ask how many students would like to eat it. When students discovered that scarcity existed—the wants for the candy bar are greater than the resources—they would have to offer possible solutions to the problem. Students might suggest dividing the candy bar equally (equalitarianism); raffling the prize (chance); the teacher deciding (command); or auctioning it off (market solution). This would lead to a discussion of the advantages and disadvantages of distributing ally goods and services by using any one of these alternatives. Eventually the students would vote for one method to be employed in distributing the candy bar; they might relate the different distribution alternatives to various economies around the world (i.e., command solution to Cuba's economic system or the auction system to the U.S. system) [Economic systems; international trade].

Means of production, distribution, and exchange of agricultural commodities and manufactured products in use in Delaware during colonial times might be contrasted with those employed today. As a part of this activity, students might visit the Dickinson mansion, Hagley Museum, or Delaware Agricultural Museum [Economic systems].

This activity connects with History Standards One and Four, as well as Geography Standards Two and Three, as well as Science Standard One (Science and Technology).

ECONOMICS - GRADES 4-5

STANDARD

Economics Standard Four: Students will examine the patterns and results of international trade [International trade].

4-5: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.

SAMPLE ACTIVITY

Students might examine the goods and services produced within the American colonies prior to the Revolutionary War, and then evaluate the various restrictions on trade which were part of the British colonial relationship with the colonies. They could create maps and charts which demonstrated how this policy might benefit individuals and businesses in Great Britain and limit economic choices in the colonies. The maps and charts should also address the question of who benefited most from the policies, who the least [International trade; microeconomics].

While this activity has obvious geographic and history connections, it is also amenable to an examination of the role of government and the rights and responsibilities of citizens under the civics standard.

Students might study the customs and traditions of the Nanticokes, the Leni Lenape, and other North American tribes in the period before European contact in order to determine the ways in which attitudes toward land ownership, the use of barter and media of exchange, and divisions of production labor were culturally distinctive and affected relations between these groups and European colonists [Economic systems].

This activity is closely related to History Standard Four and Geography Standard Three.

Students might investigate the lives of farmers in New England, the middle colonies, tidewater Virginia, and coastal South Carolina at the time of the Constitutional Convention in order to understand the use of slave, indentured, and free labor and how these labor systems might have affected political attitudes of delegates and their constituents [Economic systems].

This activity integrates well with History Standard Four.

GEOGRAPHY - GRADES 4-5

STANDARD

Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].

4-5: Students will demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.

SAMPLE ACTIVITY

Students might be expected to identify on an outline map major features of the physical environment, such as major river systems, oceans and seas, mountain systems, deserts, plateaux, and plains for the United States and for Delaware [Maps].

Students might be expected to identify on an outline map important human settlements and political divisions within the United States and Delaware [Maps].

Students might produce rough sketch maps of Delaware and the United States from memory. The maps need not display precise boundaries or uniform scale , but should correctly identify the relative location of features [Maps].

Students might be asked to demonstrate and/or explain the relationship between maps and globes, and explain why all maps are distorted images of the information displayed on the globe [Maps].

This activity is compatible with the Mathematics Standard Eight: Spatial Sense and Geometry.

Knowledge of the basic elements of maps (e.g., title, legend, scale, etc.) might be demonstrated by critiquing local highway maps. Students could use a grid system to identify locations on the map and then use the scale to measure the distance between two places [Maps].

After reading a narrative, students might be asked to create a sketch map to illustrate the story (e.g., make a map showing the movement of a family of ducks as described in "Make Way for Ducklings") [Maps].

This use of literature relates geography to the English/Language Arts Standards.

GEOGRAPHY - GRADES 4-5

STANDARD

Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].

4-5: Students will apply a knowledge of topography, climate, soils, and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment.

SAMPLE ACTIVITY

In selecting the best location for various economic activities or sporting events, students would be expected to base their decisions on data from topographic or climatic maps, climographs, statistical data, etc., and give reasons for the site selected [Environment].

This activity could support the Economics Standard at this level by examining the interaction of individuals, communities, and businesses.

On maps showing topography and climate, students might speculate on the probable sources of water for irrigation, drinking, industrial and recreational use in various regions of the United States and in the local area. They would then evaluate their conclusions with a map of human settlements, and identify adaptations and impact of water use [Environment].

Students could compare early and modern maps of any major port city or prominent coastal feature, such as Cape Henlopen, and offer reasons for the changes in waterfront or coastline over time [Environment].

This activity would lead into History Standard Four, which considers the early settlement history of Delaware.

Students might match pictures of different types of vegetation with a United States map of climates [Environment].

Students might be invited to consider the ways in which the character of Delaware's physical environment (including environmental hazards) limits or constrains students' everyday lives: work, recreation, place of residence, etc. They would then consider how the list might change and life might be different if the student moved to another part in the United States [Environment].

This activity coincides with the Science Standard Eight considering the interactions of humans and their environment

GEOGRAPHY - GRADES 4-5

STANDARD

Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

4-5: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.

SAMPLE ACTIVITY

Students could be asked to explain how the founders of a settlement might have evaluated a site in terms of its resources and environmental characteristics relative to their needs and available technology. Then they would explain how they would have evaluated the situation of the place (e.g., its proximity to resources, markets, opportunities, etc.) [Places].

This activity relates to both the History and Economics standards.

Students might describe how changing technology, resources, etc., can affect settlements, and how places compete to maintain their importance under changing conditions [Places].

This activity relates to the development of Delaware's history outlined in History Standard Four.

Comparing a map of colonial trade in Delaware with a present day map, students might explain changes in road patterns, water transport patterns, port facilities, and settlements in terms of changing technology [Places].

This activity could be integrated with either an Economics or History activity, especially if students examined the different types of products which were produced and transported in each era.

An activity might have students make sketch maps of the same area (e.g., school and neighborhood), and then compare the maps and discuss the reasons why perceptions of the same place differ [Places].

Students might examine a map of population distribution in Delaware, or the United States, and offer reasons for areas of dense and relatively sparse settlement; then they could examine historical maps of population distribution and consider why changes have occurred [Places].

This activity supports History Standard One, concerning development of a chronological concept.

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GEOGRAPHY - GRADES 4-5

STANDARD

Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].

4-5: Students will apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions.

SAMPLE ACTIVITY

Using an atlas, students might develop a list of characteristics which apply to the local region (rainfall patterns, population distribution, topography, etc.), and find other regions in the world with similar characteristics [Regions].

Students might compare the home places of immigrants to Delaware, either today or in the past, with the profile of the local area. They would then identify adjustments individuals or families might have to make in moving from one region to another [Regions].

This activity relates to History Standard Four, concerning the early history of Delaware settlement.

Students might be asked to explain changes in the use of land in a community over time, using air photos, historical documents, interviews with representative citizens, etc., in order to determine what makes the community distinctive, or similar to others in the region [Regions].

Students might write a story about the consequences for the community if it was completely cut off for three days from the rest of the world: no fuel, no food from the outside, no mail, etc. [Regions].

This activity relates to the Civics standard which addresses the rights and responsibilities of citizens. Students could consider what, if anything, happens to the rights of citizens when the community is under stress.

Students might compile a list of local businesses and services; then they would map a selection and try to explain their location in terms of why some establishments cluster, and others are attracted to locate next to their markets or other suppliers [Regions].

This activity relates to Economics Standard Two

Using the yellow pages or city directories, students could compare the relationship between types of services and the size of the settlement (e.g., compare the location of hospitals, doctors' offices, drug stores, and banks in Sussex county communities); they could then do the same for services, such as high schools, elementary schools, fire stations, police stations, etc. [Regions].

HISTORY- GRADES 4-5

STANDARD

History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

4-5: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

SAMPLE ACTIVITY

Students might be asked to select a significant figure from Delaware history and research the period of his or her life to discover what events that person might have witnessed or participated in. Then the students would compile a list of that individual's contemporaries throughout the rest of the United States and in selected other regions of the world [Chronology; content].

Parent Partnership Project: Students might perform a similar project to the activity listed above, but using someone from their own family trees. The compiled list could include events that were important to the family and major historical events which might have affected them.

After reading the poem "For the Want of a Horseshoe Nail," students could be asked to list the events described in the poem in their own words and then identify the cause-and-effect factors implied in the work. Having done so, students might be asked whether or not they agree with the suggestion that the entire kingdom was lost because of the loss of the single horseshoe nail, and to explain why or why not [Chronology; analysis; interpretation].

Students might read Judith Viorst's And Then What Happened, Paul Revere? and create a timeline or "flip book" showing the most important events in proper sequence [Chronology].

This activity ties in closely with English/Language Arts Standard Four.

Students might examine descriptions, maps, drawings, or photos of several Delaware communities representing different chronological periods in order to analyze ways in which those communities have changed. Groups might be assigned to concentrate on specific areas such as transportation, technology, family living, or working [Chronology; analysis; content].

An economics activity might be integrated with this history activity if students were asked to concentrate on examining the economic choices people might have to make in any of these communities.

HISTORY- GRADES 4-5

STANDARD

History Standard Two: Students will gather, examine, and analyze historical data [Analysis].

4-5: Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

4-5: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

SAMPLE ACTIVITY

Students might construct a museum display which includes primary and secondary sources for the theme material. Topics could include such items as favorite sports, changes in clothing styles, or the life of a well-known individual [Analysis].

After examining historical accounts about Caesar Rodney's ride, students might then compare the content of several poems with the historical evidence [Analysis; content].

Students could investigate a specific historical legend (George Washington and the cherry tree; the travels of Johnny Appleseed; the adventures of Davy Crockett, etc.), and determine the factual basis (if any) for the specific deeds of the people in question [Analysis; interpretation].

Students could read about the history of a European country immediately before large numbers of its citizens immigrated to pre-Revolutionary America and analyze why people living there at that time might have been motivated to migrate. Different students or groups might concentrate on specific countries, and then the class as a whole would attempt to draw logical inferences concerning immigration patterns as a whole, as well as to compare overall immigration patterns with immigration to Delaware [Analysis; interpretation; content].

This activity would combine with a geography activity if the students also located the primary places in the United States to which those immigrants came. Different students studying different groups would slowly build up a more complete map depicting immigration patterns.

HISTORY- GRADES 4-5

STANDARD

History Standard Three: Students will interpret historical data [Interpretation].

4-5: Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.

SAMPLE ACTIVITY

After reading several accounts of the Battle of Trenton (a diary entry from a participant, a newspaper account, a textbook description, or others), students could be asked to look for similarities and differences. Then the students could be asked to give an explanation for differences noted, based on point of view or access to information [Interpretation; content].

Parent Partnership Project: Students might pick a single historical event or person and interview their parents, grandparents, and other family members to determine their opinions on the subject. Then in class the students could examine the different responses and suggest how different personal perspectives might have led to different interpretations [Interpretation].

Using drawings, paintings, oral histories, and literary sources which illustrate the experiences of African-Americans in the 18th and 19th centuries, students might write an essay about their struggle to retain cultural cohesion within the confines of slavery [Interpretation; content].

This activity could be extended to a similar consideration of Asians working in the American west, Native-Americans finding themselves restricted to reservations, or immigrants from rural sections of Europe who found themselves living in cities, and would promote a greater understanding of diverse cultural contexts.

HISTORY- GRADES 4-5

STANDARD

History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].

4-5: Students will develop an understanding of Delaware history and its connections with United States history, including:

—Native American inhabitants before European contact
—Exploration and settlement (1609-1775)
—From the First State to the Civil War (1776-1865)
—Growth of commerce, industry, transportation, and agriculture (1865-1945)
—Modern Delaware (1945-present)

4-5: Students will develop an understanding of selected themes in United States history, including:

—Who are the American people? (demographics, immigration)
—How did the United States develop its form of government?
—How have advances in technology changed our lives?
—Important people in American history

SAMPLE ACTIVITY

Students might visit the "touch-it" room at the Winterthur Museum to examine artifacts from the colonial period. They could be asked to guess what many of them were, and how they were used. Then, as students discovered the real purpose of the items (either through pictures, demonstrations, or guided experimentation) they would create a report, a talk, or a poster showing how life would have been different for them if they had to utilize these implements [Content; analysis].

Students could construct a Delaware "Fact Book" which included important individuals and significant events from Delaware history. Then they could share with their classmates their reasons for including each item [Content; analysis].

CIVICS - GRADES 6-8

STANDARD

Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].

6-8: Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.

6-8: Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.

SAMPLE ACTIVITY

Students might compare the manner in which a head of state acquires power in different political systems (e.g., President of the United States, Chairman of the Communist Party in the People's Republic of China) [Government].

Students could investigate the kinds of laws and regulations that local, state, and federal governments enact. Given a list of possible laws, students would break up into groups and research which level of government was the appropriate one to deal with the issue [Government].

CIVICS - GRADES 6-8

STANDARD

Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].

6-8: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.

6-8: Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.

SAMPLE ACTIVITY

Students could examine the Constitution and the Bill of Rights to determine which safeguards protect political rights, and which ones protect property [Politics].

This activity could be closely tied to a history activity concerning early U. S. history in which the students then related each of the protections they found to the historical issue that prompted the framers to include it (e.g., no quartering of soldiers in private homes being included because the British did so prior to the American Revolution).

Parent Partnership Project: Students might interview their families concerning the political and property rights protections they enjoy under the Constitution and Bill of Rights. Using this information they might write a story about their family's life if one or more of these protections did not exist [Politics].

Students could examine the Delaware State Constitution and note the similarities and differences between that document and the U.S. Constitution; based on knowledge of the federal system they might suggest some reasons for these differences [Politics].

CIVICS - GRADES 6-8

STANDARD

Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

6-8: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.

6-8: Students will understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service.

SAMPLE ACTIVITY

The question of "What does it take to make a good citizen?" could be debated by individuals or groups in order to explore the necessity of civic participation in society. Students might then write essays concerning one or two responsibilities which explain the reasons why citizens should perform a specific responsibility (e.g., voting) and the consequences of large segments of the population not doing so [Citizenship; participation].

Parent Partnership Project: The activity above might be extended by interviewing parents on "What does it take to make a good citizen?" and develop a list of parental answers in order to search for common characteristics [Citizenship; participation].

Students working in groups might make a list of the ten most important public issues to American teenagers. Then each student would be assigned one or two issues on the list to research, eventually resulting in a briefing for the remainder of the group on the status of that issue in terms of pending legislation or government policy. Each group would then select one issue to research more thoroughly in order to prepare a position paper which might be used to influence the decision of a legislator or government agent [Citizenship; participation].

CIVICS - GRADES 6-8

STANDARD

Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].

6-8: Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.

SAMPLE ACTIVITY

After selecting an important political issue (e.g., health care, income taxes, environment, etc.), students would then examine news reports to find out what position different office-holders take on the issue. Each student should then research the issue and prepare a letter to one of the office-holders advocating a particular course of action. [Participation].

This activity and an economics activity which explores money and taxation could easily be linked together.

Parent Partnership Project: Students might develop a questionnaire on a given political issue which would be used in interviewing family and neighbors, or even use the same questions reported in newspaper or television polls in order to compare the results. The students and their parents could then chart the results and share them with local legislators [Participation].

ECONOMICS - GRADES 6-8

STANDARD

Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].

6-8: Students will analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.

SAMPLE ACTIVITY

Groups of students might be told that they have been stranded on an island. Each group would be given a specified amount of land, labor, and capital resources, a list of what is needed to survive, and how much of each resource is needed to meet the group's wants. Not all groups, however, would receive the same resources. Students would then be faced with making choices concerning the use of their limited resources to meet the group's wants. After the initial round, groups would be allowed to trade with each other and revise their decisions [Microeconomics].

Working in teams, students could be asked to imagine that they were Europeans living in the 17th or 18th centuries. They would study the economic resources of the various American colonies in order to gather information to create a promotional campaign to convince their neighbors to leave for a particular colony [Microeconomics].

This activity would connect with History Standard Four.

Parent Partnership Project: Students might use school lunch menus and go shopping with their parents to determine how much it would cost to duplicate these same lunches at the individual level. This information might be presented on a comparative chart [Microeconomics].

ECONOMICS - GRADES 6-8

STANDARD

Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].

6-8: Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.

SAMPLE ACTIVITY

Students might gather information concerning the economic cost of homelessness to their city or town, and then research various potential policies for reducing or eliminating the problem. They would then be asked to evaluate each potential solution in terms of its benefits (reduction in crime, unemployment, or hunger) and its costs (tax increases, shelters in residential neighborhoods, larger governmental bureaucracies). They would present their information in the form of a report and recommendation on policy to the city council [Macroeconomics].

Aside from the obvious Civics connection of this activity, students would have to employ statistics which relate to the Math Standards in order to analyze their data.

Students could be randomly given pieces of macaroni to use as money, and would then participate in an auction of three items (pencil, marker, and an apple). The final price in macaronis would be recorded for each item. Students would be given addition macaroni and identical items would be auctioned in a second round. Students would compare the prices for the items in the two rounds and offer an explanation (inflation) for the increase in prices. Then students could take a specific "market basket" of goods that a specific allowance might have purchased in 1990. Given a list of price increases for each year thereafter, students would determine how inflation would affect their buying power if their allowances remained constant over the period [Macroeconomics].

Students might interview household members in order to determine the prices at which parents, grandparents, or other family members purchased specified goods when they were teenagers. Students would then compare the costs of being a teenager today with that of being a teenager in the past [Macroeconomics].

ECONOMICS - GRADES 6-8

STANDARD

Economics Standard Three: Students will understand different types of economic systems and how they change [Economic systems].

6-8: Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.

SAMPLE ACTIVITY

Students could gather information and evaluate data from various sources to describe the economy of a particular nation. Using this data they could make a case for classifying that economy as market, mixed, or command [Economic systems].

As students researched different nations they could post their results on a map, and thus develop a comprehensive picture of the economies in a given region.

Students might develop a set of questions which might be used to make a comparison between different types of economies and gather economic data to answer these questions (e.g., U.S. and Sweden; Taiwan and the People's Republic of China). They could then explain ways in which the questions or categories used in such a comparison might bias the comparison [Economic systems].

ECONOMICS - GRADES 6-8

STANDARD

Economics Standard Four: Students will examine the patterns and results of international trade [International trade].

6-8: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.

SAMPLE ACTIVITY

After examining the Chinese and Japanese restrictions on external trade in the 18th and 19th centuries, students might suggest consequences anticipated by the rulers of these countries if advanced technological products were allowed free access into the country [International trade].

Students might identify the major deposits of natural resources in Africa and Asia which drew the attention of European explorers and traders in the 14th-18th centuries. They would then identify the products which European nations exchanged for those resources, and analyze how the exchange affected each trading partner in economic, political, and cultural terms [International trade].

This activity would integrate well with almost any regional study conceived to meet the history standard.

Working in groups, students could be assigned the roles of a ship owner, a distiller of rum, a female colonist and a plantation owner in the British West Indies. Each would give testimony before the Board of Trade and Plantations supporting his or her position on whether free trade should be established between the British colonies in America and the French West Indies [International trade].

This activity closely relates to History Standard Four.

GEOGRAPHY - GRADES 6-8

STANDARD

Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].

6-8: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.

SAMPLE ACTIVITY

On an outline map, students could draw the major features of the physical environment (principal highlands, plains, river systems) and principal settlements and political units for one of the world's regions. They would then give reasons why the features selected for the map were included (and others not), and speculate on the reasons for the location of natural and human features [Maps].

Students might be asked to produce rough sketch maps of one of the world's regions from memory (these maps need not be precise in boundaries or scale, but should display correct relative location between features shown) [Maps].

Students could be challenged to explain the possible reasons for differences among a set of world maps drawn from memory by students from different parts of the world [Maps].

Students might apply their knowledge of the world's regions to identify the probable location of landscapes displayed in a set of photographs or satellite images, and then provide reasons for the location chosen [Maps].

Students could be expected to plot an explorer's (or modern traveller's) route on a map, using a list of locations described only by latitude and longitude. Then they would use thematic atlas maps of topography, physical features, population density, culture and language, to write a description of the people and landscapes encountered along the route [Maps].

GEOGRAPHY - GRADES 6-8

STANDARD

Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].

6-8: Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.

SAMPLE ACTIVITY

After developing an environmental profile of a place, students would use their knowledge of the forces which shape topography (tectonic forces and erosion) and climate (dispersal of solar energy in the atmosphere and oceans) to explain the characteristics of the local environment. [Environment].

This activity represents a case example of Science Standard Five, concerning forces that shape the earth and atmospheric dynamics.

Students might use the concept of a system (a set of linked causes) to describe how the earth is moved and reshaped by rivers and streams, or how the atmosphere and oceans are interrelated. They would then provide examples of ways humans have attempted to regulate or adapt to these natural forces [Environment].

This activity is strongly related to Science Standard Five, concerning forces that shape the earth and atmospheric dynamics.

Students could be asked to explain the causes for monsoon seasons (or other distinctive climatic occurrence) and identify the parts of the world where they occur. They could describe ways in which people have adapted to this climatic phenomenon [Environment].

Drawing a world map which illustrates areas of high earthquake activity, students could use it to compare with a map of tectonic plates and explain the reasons for the close association of the two maps. They might compare both maps with maps of population density and explain how humans have adapted to seismic activity [Environment].

Again, this provides a good example to also support Science Standard Five, concerning forces which shape the earth.

Students might be asked to examine agricultural practices in several of the world's subregions in order to identify practices which affect the environment through increasing erosion by wind and water, depleting underground reserves, cutting down forests, etc., to identify practices which conserve water and topsoil [Environment].

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GEOGRAPHY - GRADES 6-8

STANDARD

Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

6-8: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.

SAMPLE ACTIVITY

Using thematic maps of religion, language, political affiliation, and economic activity to identify places with similar culture, students could draw boundaries around these places and explain the origin of these distinctive cultures [Places].

Students might be asked to use the concept of cultural hearth (the core area where a culture was first formed) and map the direction and intensity of the spread of cultural traits to surrounding places (e.g., the spread of Christianity or Islam.) They could then explain how the cultural trait was spread and why its diffusion followed some paths while avoiding others [Places].

This activity supports History Standard Four, concerning ancient and medieval world history.

An activity might require students to map the openings of a movie in the world's major cities and contrast the ways cultural diffusion occurs today with the methods of cultural spread in the past [Places].

Using the Internet to obtain descriptions by people in different parts of the world of what they mean by common words about places, such as "beautiful" or "ugly," students could compare these descriptions and explain reasons for the different ideas about places [Places].

Students might be asked to compile a series of photographs which show one building, structure, or statue which symbolizes a particular city in different parts of the world [Places].

Students might be asked to prepare a briefing paper for a company about to send employees overseas. In it they might make recommendations on language, religion, clothing, and diet to be expected in a specific place, or compare this place with places which might be familiar to an American employee [Places].

By extending this briefing to include local laws and government structure, this activity would also address the civics standards.

GEOGRAPHY - GRADES 6-8

STANDARD

Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].

6-8: Students will understand the processes affecting the location of economic activities in different world regions.

6-8: Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.

SAMPLE ACTIVITY

Students might map the location of different types of economic activities (agriculture, industry, services) and draw boundary lines to decide where regions of common economic activity are found. They could then speculate about the sorts of exchanges of goods and materials which might occur between these economic regions, and the routes and types of transportation used [Regions].

This activity relates to the Economics Standard One, concerning costs and benefits of choices in a market economy.

Students might use news reports, historical data, thematic maps, resource surveys and aerial photos to report on a current border dispute between nations. The report should explore the reasons for the dispute, the history of the conflict, and suggest possible solutions [Regions].

Students might be asked to select an international regional cooperative venture, such as an international river navigation system, and identify the advantages and pitfalls of such ventures for the parties involved [Regions].

This activity connects with Economics Standard Three.

HISTORY- GRADES 6-8

STANDARD

History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

6-8: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

SAMPLE ACTIVITY

Employing different calendar systems (Gregorian, Islamic, Hebraic, Chinese, etc.) to create alternate time-lines of significant events in world history, students would offer reasons why the differences in the ways that cultures record time might affect perception of events [Chronology; analysis; content].

Students might trace the movements of pastoral peoples (e.g., the Hebrews, Turks, Huns, or Mongols) by examining references to them in the chronologies of other peoples, and use these references to build a time-line specifically for the group chosen. [Chronology].

This activity could easily incorporate a mapping activity consistent with Geography Standard One.

HISTORY- GRADES 6-8

STANDARD

History Standard Two: Students will gather, examine, and analyze historical data [Analysis].

6-8: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.

6-8: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

SAMPLE ACTIVITY

Students might be asked to compare an autobiographical narrative with several historical assessments of the subject in order to analyze the credibility of the autobiography [Analysis].

After examining maps and accounts of westward migrations in the United States during the 19th century, students might create a map which shows the patterns and extent of those migrations on a decade by decade basis [Analysis].

This activity connects with Geography Standard One.

Students might read a series of letters or documents written by a significant historical personage and suggest possible motivations for writing the documents or the objectives toward which the documents were aimed (e.g., letters of Abigail Adams or Frederick Douglass; the letters of St. Paul; the philosophical writings of Confucius, Mencius, and Lao-T'ze) [Analysis; content].

This activity would complement attainment of the Civics standard if the individuals chosen expressed their opinions and beliefs about fundamental questions of policy, government, or citizenship.

After examining representative samples of poetry, folk-tales, drama, or literature from several different world civilizations (or from one society at different periods), students might analyze them for similarities in theme and structure [Analysis; content].

This activity lends itself to a greater theme of exploring the commonalties of different cultures, and it might be possible to have students bring from home examples from their own family traditions.

Students might examine the philosophy, literature, religion, and artwork of an ancient civilization and look for persistent themes and influences on the modern world (e.g., Greek ideas about democracy, Confucian philosophy, Roman laws, Muslim architecture) [Analysis; interpretation; content].

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HISTORY- GRADES 6-8

STANDARD

History Standard Three: Students will interpret historical data [Interpretation].

6-8: Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.

SAMPLE ACTIVITY

Students might read explanations for the decline and fall of the Roman Empire (or Han China) and create a chart which shows the different factors emphasized by each historian. Then the students might each have to give a brief talk detailing their individual reasons for supporting a particular factor as decisive [Interpretation].

After watching the movie "Gettysburg," students might then be assigned in groups to review different accounts of the battle, written by participants and historians. Each group would then compare these accounts to the narrative presented in the movie, and offer a conclusion about the interpretive viewpoint of the movie [Interpretation].

Using a source like The North Reports the Civil War and The South Reports the Civil War, students might compare newspaper coverage in different regions of the same events. Small groups of students might each be given one or two newspaper accounts of Abraham Lincoln's election or the bombardment of Fort Sumter to use as source material to construct a brief narrative account. Then students could exchange narratives of the same events written from different source materials in order to investigate the differences in interpretation [Interpretation].

HISTORY- GRADES 6-8

STANDARD

History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].

6-8: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:

—Three worlds meet (Beginnings to 1620)
—Colonization and Settlement (1585-1763)
—Revolution and the New Nation (1754-1820s)
—Expansion and Reform (1801-1861)
—Civil War and Reconstruction (1850-1877)

6-8: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:

—The beginnings of human society
—Early civilizations and pastoral peoples (4,000-1,000 BC)
—Classical traditions, major religions, and great empires (1,000 BC-300 AD)
—Expanding zones of exchange and encounter (300-1,000 AD)
—Intensified hemispheric interactions (1,000-1,500 AD)

SAMPLE ACTIVITY

Students might compile a table comparing different forms of social and political institutions (individuals, families, communities, governments, etc.) in the primary ancient civilizations, and write an essay suggesting both underlying similarities and fundamental differences [Content].

Students might be asked to compare the relationship of government and religion in two or more major civilizations (Egypt, Roman Empire, China, Islamic Arab, etc.) and suggest specific reasons why different majority religions might have different relationships to the secular organization of the civilization [Content].

Students might investigate the rise of Christianity in the Roman Empire following the breakdown of the Pax Romana. After examining the narrative of events from the persecutions of Diocletian to the conversion of Justinian, students might be asked to compile a list of events which were pivotal in the increasing Christianization of the late Roman Empire [Content].

CIVICS - GRADES 9-12

STANDARD

Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].

9-12: Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

SAMPLE ACTIVITY

Students might research a court case which has appeared in the national press, outlining the roles of law enforcement officials, prosecutors, lawyers, judge, and jury in the process of the case; evaluate the process in terms of the rights of society, the victim, and the accused [Government; citizenship].

Based on knowledge of the culture of a given region, students might be asked to identify ways in which the governmental system in place either reinforces or conflicts with cultural values (e.g., stringent government attempts to enforce birth control in China, governmental response to increasingly feminist upper and upper-middle class women in Kuwait) [Government].

This activity connects with Geography Standard Four (Regions).

Parent Partnership Project: After studying the functions of government, students could talk with their parents and list the ways that government influences their families, categorizing services, protections, restrictions, etc. [Government].

Students might identify a problem which might best be solved through international cooperation; research any efforts which are already underway to address the problem; and suggest a comprehensive plan by which the problem might be more successfully addressed (e.g., refugees and displaced persons, environmental damage, pandemic disease) [Government; participation].

CIVICS - GRADES 9-12

STANDARD

Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].

9-12: Students will examine and analyze the extra-Constitutional role that political parties play in American politics.

9-12: Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.

SAMPLE ACTIVITY

Students could pick a particular policy issue to follow during the year and track it through news accounts and research done in the library. As the year progressed, each student would be responsible for developing a position on the issue and a strategy for getting legislation enacted which was consistent with their views. This would include an examination of party platforms and the speeches of individual law-makers to see who would be sympathetic to their position and locating community or special interest groups which champion that cause. They would be responsible for creating a public information presentation designed to win other people to their position [Politics; participation].

If students were asked to consider the distribution of viewpoints on the issue throughout the United States and present that information in geographic terms, or to pick an issue with an obvious economic impact, then this activity could be integrated across several standards.

Parent Partnership Project: Students might develop a questionnaire on controversial Supreme Court decisions, considering both opinions and impact, and use this survey to gather opinions from their families and neighbors [Politics].

CIVICS - GRADES 9-12

STANDARD

Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

9-12: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.

SAMPLE ACTIVITY

Students could examine the functions of government and private organizations by compiling a "Citizens' Handbook." This handbook would include specific instructions on such processes as how to register to vote, how to file income taxes, how to apply for a business license, how to file a claim in small claims court, or how to apply for a bank loan to buy a car [Citizenship; participation].

Parent Partnership Project: Students could share the handbooks produced above with their parents to see how user-friendly the end-product was [Citizenship; government].

A reading of various Supreme Court decisions (or excerpts) would allow students to examine the original intent of the 5th Amendment and how the concept of "due process" has evolved over time. The emphasis would be placed on drawing conclusions about the ways in which such decisions were either affected by public opinion at the time or drove society in a different direction [Citizenship; government].

This project also addresses History Standard One (Chronology).

CIVICS - GRADES 9-12

STANDARD

Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].

9-12: Students will develop and employ the skills necessary to work with government programs and agencies.

9-12: Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.

SAMPLE ACTIVITY

During an election year, students might examine the means by which candidates make their views known to the voters. They might monitor the frequency and types of candidate appearances (debates, interviews, etc.) and the type of media coverage they receive. Students could also monitor the costs of campaigns at various levels (i.e., local, state, national offices). Each student might track one candidate, and the class results could be compared after the election is over [Participation].

Students might analyze an issue of local importance and write an editorial or letter to the editor suggesting a solution (e.g., modification of the Coastal Zone Act, proposed user's fee for local recreational facilities, adoption of a building code) [Participation].

Parent Partnership Project: Students could conduct research into family and neighborhood voting patterns, determining who is registered to vote, who votes, and what kinds of elections draw the largest turn-out [Participation].

ECONOMICS - GRADES 9-12

STANDARD

Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].

9-12: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.

SAMPLE ACTIVITY

Parent Partnership Project: Students could talk with their parents about family budgets, considering both "fixed" and "discretionary" items. They could determine how many hours of work at a particular wage were necessary to pay for each. Students might even obtain a fictional job by using the advertisement section of the newspaper and plan their own budget using the "money" earned [Microeconomics].

Students should be given a fixed amount of "income" for investment purposes, and allowed to create a portfolio of stocks, bonds, and other investments which they would then follow throughout the year, trading to maximize their profits. Capital gains taxes and broker commissions should be assessed on any exchanges. Each student would keep a journal which not only recorded their trades but also documented their strategies of investing. At the end of the year, students would make oral presentations of their portfolios, with an explanation of their choices [Microeconomics].

Given a budget for the school prom, students would take data on expenses for various prom locations, bands, food and decorations and decide how to allocate the budget. Any money not used for the prom could be saved for another class function. Students would then discuss how this problem is similar to budget decisions made by their families, the school district, and the local government [Microeconomics].

Given a fictional news account of the U.S. government deciding to reduce significantly the amount of sugar which may be imported each year, students could analyze the effects of this decision on other markets such as domestic sugar, candy, corn, and the sugar market in the Caribbean. Using this experience, students could be assigned to find a newspaper article showing a change in a specific market and them perform an analysis of the effects this change might have on other markets [Microeconomics].

ECONOMICS - GRADES 9-12

STANDARD

Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].

9-12: Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.

SAMPLE ACTIVITY

Parent Partnership Project: Students could trace family economic histories, starting with the depression and following family fortunes to determine how the depression, inflation, unemployment, business cycles, or monetary policies had a direct impact on them [Macroeconomics].

After an examination of the role of the Federal Reserve in regulating the money supply and interest rates, students would be presented with economic scenarios and would have to analyze them in terms of likely actions by the Federal Reserve [Macroeconomics; economic systems].

This activity would relate very well to a history activity which presented economic situations in recent U. S. history and explored what the Federal Reserve did in response to them.

ECONOMICS - GRADES 9-12

STANDARD

Economics Standard Three: Students will understand different types of economic systems and how they change [Economic systems].

9-12: Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.

SAMPLE ACTIVITY

Students could gather information about the current state of the U. S. economy from news or government sources and then interpret that data in terms of the phases of the business cycle. That analysis could then be used to make predictions about the state of the economy six months in the future, which would be kept and compared to the real performance of the economy. Students would then attempt to provide reasons for the success or failure of their predictions [Economic systems].

Students could examine the reunification of Germany in terms of the comparative economic dislocations caused to both halves of the country when the command economy of the former East Germany collapsed; they could then write an essay which explores the economic hopes and fears of Germans on both sides of the former border [Economic systems; international trade].

ECONOMICS - GRADES 9-12

STANDARD

Economics Standard Four: Students will examine the patterns and results of international trade [International trade].

9-12: Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.

SAMPLE ACTIVITY

Through an investigation of U. S. foreign trade, students would identify America's principal trading partners and evaluate the extent to which trade barriers have influenced patterns of imports and exports. The balance of trade between major trading partners could be graphed and compared to tariff policies [International trade].

Students could participate in a concurrent civics activity which required them to present evidence and recommendations at a mock congressional hearing on trade policy.

Parent Partnership Project: Students could determine the products and services provided by the companies, businesses, or agencies in which their families work, and where these products or services are sold or delivered. They could then explore international trade policies and debates in order to determine which could have an impact on the jobs/professions of their families [International Trade].

If the results were mapped to identify patterns, this activity would connect with Geography Standards One and Four.

GEOGRAPHY - GRADES 9-12

STANDARD

Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].

9-12: Students will identify geographic patterns which emerge when collected data is mapped, and analyze mapped patterns through the application of such common geographic principles as

—Hierarchy (patterns at a detailed scale may be related to patterns at a more general scale)

—Accessibility (how easily one place can be reached from another)

—Diffusion (how people or things move in certain directions at certain speeds)

—Complimentarity (the mutual exchange of people or goods among places usually occurs over the shortest possible distances)

9-12: Students will apply the analysis of mapped patterns to the solution of problems.

SAMPLE ACTIVITY

Students might observe geographic patterns in the field, ask geographic questions and assemble and organize collected data in mapped or other appropriate graphical form. They would then produce an oral or written report explaining the geographic patterns displayed [Maps].

Based on a knowledge of the properties of maps and other geo-graphics, students could select the most suitable form to display data collected about a particular community issue, such as the location of a school, a new highway, or a bus route [Maps].

This activity could be linked with a civics activity if students also had to research the organizations responsible for deciding between different plans and format their presentations according to the standards required of those agencies.

After gathering survey and map data which represents their classmates' residential preferences at local, national, or global scales, students could analyze the factors which influence people's preferences about where to live and their decision to move [Maps; places].

GEOGRAPHY - GRADES 9-12

STANDARD

Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].

9-12: Students will understand the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales.

SAMPLE ACTIVITY

Students might explain how the interactions of the world's atmospheric and hydrologic systems produce different environments in high-latitude interior continental locations and low-latitude, maritime locations [Environment].

This activity relates to Science Standard Five (Earth Systems).

Students could undertake research which helps them understand how technology and human needs have altered a particular ecosystem, such as the Everglades, and how natural environments place constraints on human activity [Environment].

Students might identify the ways in which the local community modified the local physical environment (e.g., rivers dammed, trees cut down, animals hunted) one hundred years ago. They could then contrast the way the community is currently altering the same environment and consider the likely future environmental changes [Environment].

This activity relates to Science Standard Eight (Environment).

Students could be asked to evaluate the different ways humans in various parts of the world use the same natural resource (e.g., animal manure). They could then contrast with the different ways humans react to the same natural hazards (e.g., volcanic eruptions) [Environment].

This activity relates to Economics Standard Three (Economic Systems).

After conducting an environmental impact study on the result of a proposed highway or rail line, students could make a recommendation as to whether or not the project should go forward, and if so, what route should be followed to limit environmental effects [Environment].

GEOGRAPHY - GRADES 9-12

STANDARD

Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

9-12: Students will understand the processes which result in distinctive cultures, economic activity, and settlement form in particular locations across the world.

SAMPLE ACTIVITY

Using observation of the built and naturally-occurring environment, poetry, painting, literature, economic, historical, and social information to understand a people's sense of place, students could convey the result in a narrative or artistic form. Consider the different ways people value places [Places].

This activity has a strong relationship to literary interpretation associated with the English/Language Arts Standards

Students might apply the concept of "sense of place" to the solution of a practical problem, such as evaluating proposals to attract tourists to a recreational community [Places].

Students could be asked to consider the ideal location for selected businesses (e.g., a department store) in a town or city, and produce a map showing how the business has changed its location over time, and explain why the changes have occurred [Places].

This activity connects to Economics Standard One (Microeconomics).

Using aerial photos or old and contemporary maps, students could produce a summary map of the area encompassed by a city or town over time and explain the reasons for the direction expansion has taken [Places].

Students might compare two places with similar environments and dissimilar cultures. Students might begin by carefully cataloging the similarities of the physical environments. Then they would look at ways in which the two cultures interacted with and modified those environments, compiling a list of dissimilar responses to similar challenges, such as food supply or transportation [Places].

A cultural context perspective would be encouraged by this activity, especially if students examined the ways in which each population's response to environment was shaped by their distinct culture, based on language, cultural origins, response to European colonialism, etc.

GEOGRAPHY - GRADES 9-12

STANDARD

Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].

9-12: Students will apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth's changing complexity.

SAMPLE ACTIVITY

Using a map of American voting patterns in past elections, students might develop a report concerning the use of different types of regions in understanding how voting works and its consequences. The report would consider the value of choosing different types of regions: uniform (the same from border to border, such as a voting district where all votes count the same), nodal (the center is the most important, the periphery less significant, such as Dover and its surrounding service area), and perceptual (a region only in people's minds, such as dividing Delaware into two regions north and south of the Canal) [Regions].

Using a map of the local area and plotting different types of regions, such as city and county political boundaries, zip codes, school districts, and newspaper delivery areas, students might consider the implications of overlapping boundaries on individual households, and suggest an improved and simplified set of boundaries [Regions].

Students might be asked to redraw the map of congressional districts in a state so as to favor one party or opinion in order to examine the concept of gerrymandering [Regions].

This activity addresses the nature of "gerrymandering" and demonstrates the geographical underpinnings of redistricting, and the decennial issue which falls under Civics Standard One.

Students could be asked to apply the concept of region to the solution of practical problems, such as the location of public libraries based on attendance boundaries, or assessing the impact of aquifer recharge regions on zoning land for new housing developments [Regions].

HISTORY- GRADES 9-12

STANDARD

History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

9-12: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

SAMPLE ACTIVITY

Students could trace and analyze the trends in immigration to the United States during the past century. They would collect immigration statistics from census data in order to determine at ten-year intervals the main sources of foreign immigration into the United States, and compare this data with narratives of U. S. history in order to find out when major events occurred which either stimulated or discouraged immigration, as well as examining the histories of the countries providing the largest number of immigrants in a given decade in order to find out what might have been occurring in that country to make people want to leave. This data could be collected and presented in a series of maps or charts, accompanied by an oral or written presentation of the findings [Chronology; analysis; content].

This activity would lend itself to linkage with a geography activity, given the need to use geographic principles to assist in the analysis of the data, and maps to make the presentation.

Parent Partnership Project: Students might also perform the activity listed above and relate it to the immigration and travels of their own families. [Chronology].

Students could develop a series of parallel time-lines to compare the experiences of various ethnic groups (African-American, Native-American, Asian-American) in American history; then they could write an analysis which generalizes about both a common heritage and underlying cultural differences [Chronology; analysis].

Students might compile a representative collection of quotations, essays, narratives, and other documents concerning the women suffrage and women's rights movements and write an essay tracing the evolution of the major political arguments and strategies employed at various times to acquire the right to vote for women [Chronology].

HISTORY- GRADES 9-12

STANDARD

History Standard Two: Students will gather, examine, and analyze historical data [Analysis].

9-12: Students will develop and implement effective research strategies for investigating a given historical topic.

9-12: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

SAMPLE ACTIVITY

Following an examination of historical documents relating to Civil Rights era, students could write an analysis of the motivations of both proponents and opponents of civil rights legislation in the 1950s and 1960s. Then they would read several published interpretations and compare it with the ones they had written [Analysis].

Students could examine news coverage of a major world event in which the United States has been involved in different sources from around the world (e.g., London Times, International Herald-Tribune, Hong Kong Daily) and analyze the differences in coverage in terms of different national, political, or cultural perspectives on the issue [Analysis].

This activity could serve as the basis for a fully integrated social studies learning event which incorporated Civics, Geography, and Economics as well as History as intellectual tools for examining a problem or issue.

Students could be asked to select an historical event and perform the initial research necessary to determine primary and secondary sources which might be located concerning it. After reading several accounts of negotiations over the Treaty of Versailles in 1919, they could generate lists of people involved who might have written diaries, letters, memoirs, or public papers detailing their own participation and personal impressions. These lists would then be compared to bibliographies in secondary interpretations, library catalogs, or on-line computer searches to determine the existence and availability of those sources. Students would then examine the compiled list of primary sources and present an oral analysis of the research possibilities and limitations for studying this conference (e.g., students might discover that the only firsthand German accounts of the conference have not been translated into English, and that they will therefore be dependent on the impressions of other diplomats or secondary sources to reconstruct the German experience at Versailles) [Analysis; interpretation; content].

Students might read a secondary interpretation of the debate over ratification of the U.S. Constitution and compare that interpretation to selections from the Federalist and Antifederalist papers in order to assess the accuracy of the interpretation [Analysis].

HISTORY- GRADES 9-12

STANDARD

History Standard Three: Students will interpret historical data [Interpretation].

9-12: Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

SAMPLE ACTIVITY

Parent Partnership Project: Students might research and write a family history, using geneological evidence and interviews, and putting this history into the context of larger historical events [Interpretation].

Students might read three differing interpretations of Reconstruction, generate a list of questions and sources which might have been used by each author to frame an interpretation of the period, and present an analysis of the varying perspectives of the authors [Interpretation; content].

Parent Partnership Project: Students could ask their parents, grandparents, and other family members to list the ten most important historical events in their lives and explain the impact of these events. The different lists could be brought into class to serve as the basis of a discussion of differing perspectives in interpreting history [Interpretation].

Students might read different historical interpretations of a major event in recent world history and draw logical inferences concerning how the questions asked by the historians were influenced by the time in which they wrote. For example, students might be assigned to gather accounts concerning the victory of the Communists in China during the ....e 1940's. These accounts would then be placed in chronological order by date of composition, and the students would read them, generating for each a list of the assumptions, major questions, and conclusions of the authors. Then the students would research both the authors and their times, and attempt in an oral or written presentation to determine whether there is a relationship between changing interpretations and the times in which the authors wrote (e.g., comparing accounts written in the late 1950's with those created in the late 1970's) [Interpretation; analysis; content].

Students might be asked to examine a current national or international event and illustrate the ease or difficulty of obtaining primary and secondary sources. They might indicate the benefits as well as the limitations of current event analysis compared to researching earlier historical events. Part of the assignment might include speculating on how such an event and its context might be viewed by future historians [Interpretation].

HISTORY- GRADES 9-12

STANDARD

History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].

9-12: Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including:

—Civil War and Reconstruction (1850-1877)

—Development of an industrialized nation (1870-1900)

—Emergence of modern America (1890-1930)

—Great Depression and World War II (1929-1945)

—Postwar United States (1945-early 1970s)

—Contemporary United States (1968-present)

9-12: Students will develop an understanding of recent and modern world history and its connections to United States history, including:

—Intensified hemispheric interactions (1,000-1,500 AD)

—Explorations, contact, and interactions across the world (1450-1770)

—Revolutions, ideologies, and technological change (1750-1914)

—The 20th Century world (1900-present)

SAMPLE ACTIVITY

Students might create a slide show accompanied by a musical score to illustrate a particular era or event. One student might, for example, choose the Civil Rights movement, and compile a series of illustrations from protest marches, meetings, conditions in segregated schools, etc., and then photograph them for slides. Next the student would select an appropriate piece of period music and sequence the slides into a five-minute presentation [Content; interpretation].

Parent Partnership Project: Students might interview parents, grandparents, or other family members to create a "Top Ten" list of music, movies, TV programs, or favorite athletes from a given decade, and then research those items to provide background on the social history of the period and critique of films for historical accuracy. [Content].